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THE EFFECT OF USING VIDEO IN FACEBOOK AND READING MOTIVATION ON STUDENTS' READING COMPREHENSION: AN EXPERIMENTAL STUDY AT MAN 1 KAMPAR

THESIS

**Submitted to State Islamic University of Sultan Syarif Kasim Riau
in partial fulfillment of the requirement for the degree of
Magister in English Education**



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**POST GRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
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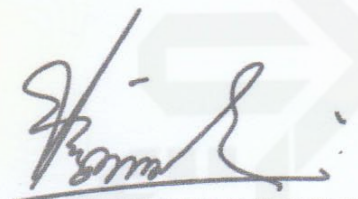
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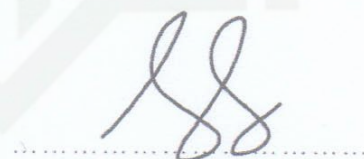
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Praise belongs to Allah Almighty, the lord of universe. Regard and pray to our prophet Muhammad, Peace be upon him.

Researcher realizes that cannot complete this final project without the help of others. It would be impossible to mention of all them. I wish, however, to give my sincere gratitude and appreciation to all people until this thesis can be completely finished by the title **“THE EFFECT OF USING VIDEO IN FACEBOOK AND READING MOTIVATION ON STUDENTS’ READING COMPREHENSION: AN EXPERIMENTAL STUDY AT MAN 1 KAMPAR”**. Therefore, researcher would like to extend the appreciation to all of them. They are:

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Therefore, researcher will happily accept constructive criticism in order to make it better. Researcher hopes that this thesis would be beneficial to everyone.

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ABSTRACT

ELHAFIZAH (2021) : “The Effect of using Video in Facebook and Reading Motivation on Students’ Reading Comprehension at MAN 1 Kampar”.

This study is aimed to find out the effect of using Video in Facebook and reading motivation on students’ reading comprehension at MAN 1 Kampar. This study was experiment Factorial design 2 x 2. It was held at MAN 1 Kampar. The researcher used cluster sampling technique to determine the sample The sample was the students’ of XI IIA 1 and XI IIA2 in academic 2020-2021. The number of entire sample was 55 students The first class (XI IIA 1) was experimental group and second class (XI IIA 2) was control group. Teaching by using video in Facebook was taught in experiment class, whereas the control group was taught by using non video in Facebook. In analyzing the data, the researcher used a quantitative approach. The analysis of data showed that there was significant effect using video in Facebook and reading motivation on students’ reading comprehension. The mean score of the students’ before the treatment was 48,59 in experimental class and 40,43 in control group. The mean score of students’ after the treatment was 85,78 in experimental group, while in control group was 50,36. Moreover, the level of significance of $0.000 < 0.05$. Based on this finding it is suggested that using video in Facebook can be used by teacher as an alternative strategy in teaching reading comprehension in online learning because pandemic Covid 19

Keyword : Video, Facebook, Reading Comprehension, Reading Motivation.

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ABSTRAK

ELHAFIZAH (2021) : “The Effect of using Video in Facebook and Reading Motivation on Students’ Reading Comprehension at MAN 1 Kampar”.

Penelitian ini bertujuan untuk menentukan Efek menggunakan video di Facebook dan motivasi membaca terhadap pemahaman membaca di MAN 1 Kampar. Penelitian ini merupakan penelitian experiment Faktorial 2 x 2 kuantitatif. Penelitian dilaksanakan di MAN 1 Kampar. Pengambilan sampel menggunakan sistim cluster atau acak. Sampelnya terdiri dari dua kelas yaitu kelas XI IIA 1 dan kelas XI IIA2 tahun pelajaran 2020-2021, jumlah sampelnya 55 siswa. Kelas XI IIA 1 kelompok experiment dan kelas XI IIA2 sebagai kelas kontrol Penggunaan Video di Facebook di ajarkan di kelas eksperimen dan kelas control diajarkan dengan tidak menggunakan video. Dalam menganalisis data peneliti menggunakan metode quantitative. Dari analisis data menunjukkan ada signifikan efek penggunaan video di Facebook dan motivasi membaca terhadap pemahaman membaca. Nilai Mean siswa sebelum diberikan tindakan atau perlakuan 48,59 di kelas eksperimen dan 40,43 di kelas control. Nilai Mean siswa setelah di berikan tindakan 85,78 di kelas eksperimen dan 50,36 di kelas control dan nilai signifikanya $0,000 < 0,05$ berdasarkan hasil penelitian menyarankan penggunaan video di Facebook dapat digunakan oleh guru sebagai strategi alternative untuk mengajarkan pemahaman membaca pada pembelajaran daring di masa pandemic Covid 19.

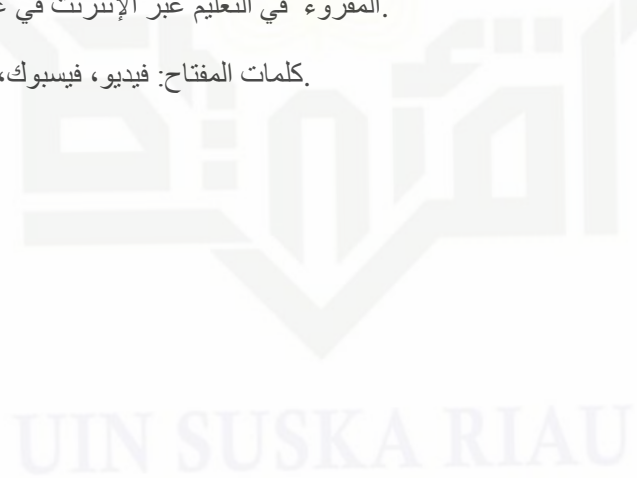
Kata kunci : Vidio, Facebook, motivasi membaca dan pemahaman membaca

ملخص

أثر استخدام الفيديو في الفيسبوك و دافع القراءة إلى فهم المقروء لدى الطلاب : (2021) Elhafizah
: البحث التجريبي في المدرسة العالية الإسلامية الحكومية كمفار

يهدف البحث لتعيين أثر استخدام الفيديو في الفيسبوك و دافع القراءة إلى فهم المقروء لدى الطلاب في كم. و يقام البحث ٢x المدرسة العالية الإسلامية الحكومية ١ كمفار. هذا البحث بحث تجريبي بعوامل ٢ في المدرسة العالية الإسلامية الحكومية ١ كمفار. و تأخذ العينة بطريقة عشوائية. العينة تتكون من الفصلين وهما الفصل الحادى عشر "علوم الدين ١" و الفصل الحادى عشر "علوم الدين ٢" في عام دراسي ٢٠٢٠-٢٠٢١، و عدد العينة ٥٥ طالبا. الفصل الحادى عشر "علوم الدين ١" كفصل تجريبي و الفصل الحادى عشر "علوم الدين ٢" كفصل ضابطي. التعليم في الفصل التجريبي باستخدام الفيديو في الفيسبوك، و التعليم في الفصل الضابطي بغير استخدام الفيديو. تستخدم الباحثة طريقة كمية في تحليل البيانات. و تحليل البيانات يدل على أن في استخدام الفيديو في الفيسبوك و دافع القراءة إلى فهم المقروء أثرا هاما. معدل النتائج قبل التدبير ٤٨،٥٩ عند الفصل التجريبي، و ٤٠،٤٣ عند الفصل الضابطي. و معدل النتائج بعد التدبير ٨٥،٧٨ عند الفصل التجريبي، و ٥٠،٣٦ عند الفصل الضابطي، و نتائج هامة $0.005 > 0.000$. باعتبار نتائج البحث تقترح الباحثة على المدرس أن استخدام الفيديو في الفيسبوك كاستراتيجية بديلة عندما يعلم فهم المقروء في التعليم عبر الإنترنت في عصر مرض فيروس كورونا.

كلمات المفتاح: فيديو، فيسبوك، دافع القراءة، و فهم المقروء.





CHAPTER I INTRODUCTION

1.1 Background of the Study

In Indonesia, English is an important subject to be learnt by all students at different level of education. In context of EFL, the foreign language students' only use English in limited situation, it is only taught three hours in a week. In the process teaching and learning in the classroom, there are four language skills to be taught; speaking, listening, reading and writing. According Ahmadi, Hairul, and Pourhosein Gilakjani (2012), reading comprehension is one of the significant elements in language learning because it provides the foundation for a substantial amount of learning in EFL learners., This has also been supported by Wang (2008) and Rosenfeld, Leung, and Oltman (2001) who emphasized that learners who learn a foreign language should develop their reading ability for the better comprehension of written texts

Hadi (2006, p.1) states that "reading-focused activities stimulate confidence to for Indonesian learners to get involved in Listening, speaking and writing related activities in ways that are similar to normal daily life communication",. For Senior High School level, in in the 2013 curriculum, the students' are expected to understand different kinds of texts and essays in the form of narratives, descriptive, Recount, Analytical exposition, News Item. The portion to study reading is bigger than other skills, about 50% of learning reading from others.



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It is very clear that reading is very important for many kinds of aspects. It can be seen from expert opinion and it is supported by curriculum 2013. And it is also considered as one of the most important English component in English. In Indonesia, reading comprehension takes more dominant space in language teaching and language test, it can be seen from the semester test and final examination which there are four skills in English: Listening, reading, speaking and writing, reading is the most number of tests it is about 35 questions from 50.

Based on that statement a learner should have high motivation in learning reading because reading is basic skill from the other and a bridge to enhance other skills. Along with the improvement of international communication activities in the world. According to Seymour and Walsh (2006), motivation affects learners' reading comprehension activities. While it has a significant role in language learning, many do not know its great importance in reading comprehension. Reading motivation helps EFL learners read more efficiently.

Lack ability in vocabulary is one of the factor students' low reading skills. The meaning of the word in the dictionary does not ensure the correct use of the word in a particular context. The meaning of word must be learned in context because different context can make different meaning for a word. The students usually match meaning from what they have found in the dictionary with word in a sentence without considering the word in its context.

Furthermore, the other problems that faced by the students in reading are some of them did not have desire to read because lack of knowledge about the



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goal toward the lesson. It assumes that the students have lack of motivation. It can be seen when the teacher asked them to read, they tend to feel bored and lack of knowledge about the goal toward the lesson. Grabe and Stoller (2002) also emphasized that reading motivation is very important for learners and it increases learners' reading comprehension. It is important for learners to read and understand texts easily and effectively.

Therefore, all EFL learners need to improve their reading motivation for a better understanding of written texts. One of the most important factors for learning is media that teachers use in their classes to facilitate language learning, in digital era many media and method can be used in teaching reading they are visual and audio visual

The widespread of English learning videos nowadays reveal that technology has been integrated in English language realm. The use of video can facilitate the students in more interesting learning activities because they can get different learning experience when it can be implemented by teachers effectively. Harmer (2006) states that video can give essential extra benefits for students' learning experiences; enrich the students' experience about language in use, improve their cross cultural understanding, develop their creativity, and increase their motivation in learning.

Furthermore, the teachers have to have rich techniques in teaching by using video. It means that the video should be presented in various interesting and meaningful ways. When the video is presented, the teachers do not only let the students to watch it and ask them to answer some questions



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relate to the video or make the students to be passive viewers, but the teachers also need to encourage them to be active viewer. The teachers have to be able to understand and apply various techniques of teaching by using video, such as full viewing, freeze framing technique, silent viewing, and others (Harmer, 2006) . If it is just presented in common way, it probably can get the students' interest, but it may not meaningful for the students. The students may enjoy watching the video, but they may get difficulties to get, share, practice the information that they watch form the video The last but not least challenge is the teachers have to develop themselves as creator, producing video to fulfill their students' needs in learning activities. Through intensive use of videos, the students will demand something that more interesting than the one that just created by someone else. The teachers have to be able to facilitate the students' needs and create effective videos that can support the students' learning activities successfully. If the teachers just deploy some videos that they gathered from internet or bought in stores, the videos are probably not fresh from the oven anymore for the students. They might have watched the video, so it could not be really effective for the students. The teachers are needed to develop their creativity in creating more applicable videos for the students.

Mohammadian, A. Amin Saed, Younes Shahi (2018) sates in article entitled: The Effect of Using Video Technology on Improving Reading Comprehension of Iranian Inter- mediate EFL Learners "Using video in reading comprehension it is expected to improve students' motivation to



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read, understanding the concept and then improve learning outcome” and the other article from Hairiyah, K. (2015) entitled is the use of animated video in improving students’ reading skill, the result of the article is the using video in reading improve the reading comprehension, motivating, stimulating students’ interest and increasing students’ curiosity. Kim (2015) who stated that video materials had a significant impact on EFL learners’ reading comprehension. Authentic materials provide a real situation for foreign language learners to communicate more easily. Actually, for successful comprehending, the EFL learner should apply many techniques like videos to recreate and understand the author’s intended meaning. In this respect, Terrell (1993,p.22) underscored the integration of videos for in-targeted language learning by giving an example of reading comprehension. He stated that: “... reading comprehension training with authentic video materials for intermediate students gives those experiences that cannot be duplicated in traditional classroom limited to instructor/student interaction”

In 2020 Indonesia suffer Covid 19 and because of this pandemic all schools are closed and the student’s study at home and the teachers should use a platform for teaching, one of them is Facebook, the writer choose a Facebook as a media in teaching English, because most of student have Facebook account and the students’ familiar of it, and Facebook it can be used for sending Video that taken from You Tube as a media in learning and sending a document that taken from Google to additional lesson. According Novita Arnesi and Abdul Hamid (2005: 8), the benefit of using online media is more individuals and



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high interactive and it can increase memorize, learning experience by using text, audio, video and animation, all of them are used to deliver the information and given easier to deliver a lesson to students Some journal investigate about using Facebook in learning, Mhod Nihra Haruzuan (2014) entitled Facebook as a tool: exploring Facebook the use of Facebook in teaching and learning, Nurhasmita Binti abu Hasan Sazali (2015) in her thesis for Doctor degree with the title : Affordance of smartphone and Facebook to enhance the teaching and learning of English for English as a second language learners.

Based on preliminary study that researcher conduct by using test (UH1) the students reading comprehension is still low, cannot reach a target curriculum and the theories, based on Patel and Jain (2008, pp. 113 – 114) states as follows: “Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture”

Therefore, their reluctance and less reading motivation in reading comprehension can be students’ barriers to achieve the optimal result on reading comprehension, if the barriers are not well and quickly solved the optimal result will not able to achieve. Therefore, the researcher tries to do a research by using video in Facebook on students’ reading comprehension and



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reading motivation because in online learning need supplementary media and method to improve students reading motivation and reading comprehension. Revealing all of these, the researcher is interested in carrying out a research entitled **“The Effect of using Video in Facebook and Reading Motivation on Students’ Reading Comprehension at MAN 1 Kampar”**.

1.2 The Statement of the Problem

It was found that there were some problems occurred in teaching and learning reading comprehension. In online learning is not effective then face to face but it is condition because pandemic Covid 19 The problems that student’s face are they do not understand the issue in the text it is influenced by some aspects; the students had lack of vocabulary mastery, they do not have previous knowledge about the issue in the text, they had low motivation to read the text. From the media is used in the teaching and learning process, it was found that teacher’s media is not interesting for the students. The teacher seldom used good and appropriate media to teach reading, especially in teaching reading on Analytical Exposition text. As a result, their ability to understand the text could not be improved.

Besides, the knowledge gap between previous researches with this research that only paid attention on using media audio or video to students understand the reading text. While the reading motivation either high or low become the other factors which could be analyzed whether it could affect the students’ skill in reading comprehension.



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Given the context described above, reading comprehension is one of important skill based on theory and curriculum, Burt, Peyton, and Adam (2003, p.33) states that it is important to learn reading can helps people to learn and think new language and can helps people build better vocabulary then can helps people more comfortable with written English and the last can help people plan to study in an English, speaking country. Students who master reading skills well will easily extract meaning from English texts because they have better vocabulary in contexts. Moreover Harmer (1998, p.63) states that reading gives many exposures to students' language acquisition. Students who accustom to read get a lot of exposures. When they read a text, at least, they remember some parts of language as a part of process of language acquisition. In addition, this skill helps them to expand their knowledge. Using English they can explore their interests by reading international books, journals, websites, and others.

Based on preliminary study in MAN 1 Kampar, the reading comprehension is out of expectation so it needs a media to improve reading comprehension and reading motivation. In pandemic Covid 19 and virtual teaching and learning process the using video in Facebook is expected to improve reading comprehension and reading motivation, because of positive effect of using video in Facebook, it is need to be researched and become a solution for students MAN 1 Kampar in learning reading comprehension and reading motivation.



1.3 Delimitation of the Problem.

This study focused on using video in Facebook for students reading motivation on students' reading comprehension at the eleventh grade of student's MAN 1 Kampar. The limitation of the problem is to investigate whether this video provided better result on reading motivation on reading comprehension in Analytical Exposition text at the eleventh grade students of MAN 1 Kampar.

Hence, the aspects of reading comprehension focus on identifying factual information, main idea, generic structure, language feature, and communicative purpose of the analytical text. The writer also investigates reading motivation. Generally, reading motivation divided in two parts; there are intrinsic reading motivation and extrinsic reading motivation, where intrinsic reading motivation the desire for change or do something comes from within individual, it includes: the readers' self-efficacy that is the belief that someone can be successful in reading and extrinsic motivation achievement goals that come from outside the person. Therefore, using video in Facebook, the writer use a video that related to analytical exposition text in reading comprehension,

1.4 Research Question.

Referring to the problems stated above, the following research questions will be formulated to guide the implementation of this research as follows:

1. Is there any significant effect of using video in Facebook on students' reading comprehension?
2. Is there any different effect of using video in Facebook on reading

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comprehension of students who have high reading motivation?

3. Is there any different effect of using video in Facebook on reading comprehension of students who have low reading motivation?
4. Is there any interaction effect between using video in Facebook toward reading motivation on students' reading comprehension?

1.5 The Goals and Objectives of the study.

With the firm belief that teachers need to broaden their understanding of the design of emerging technologies by creating the video, this research aims to investigate the pedagogical teaching reading by using video in Facebook to produce pedagogical guidelines for teachers to create the video to enhance the teaching and learning reading comprehension. Using Design Based Research as a methodology, teaching and learning problems in context were understood, before interventions and ongoing evaluations took place. This research contributes to the literature as there is a need for pedagogical guidelines to guide the design of learning-centered educational environments that best exploit mobile and wireless devices (Cobcroft et al. 2006). Reeves, Herrington and Oliver (2005) argued for more adoption of the design-based research approach to enhance the quality of research on computer and other technologies in education. Ravenscroft et al. (2012, p.178) also emphasized the need to move to new methodologies that include “empirical examinations of Facebook for learning reading comprehension, and accommodate new or revised methodologies for the development, deployment, and evaluation of



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social media for learning". In response to these demands, this quantitative study aims to bring about positive change for the professional development of teachers teaching EFL learners by suggesting the pedagogical pursuing teaching reading by using Video in Facebook to support collaborative learning and motivate learners in reading.

Towards achieving the main aim, this study hopes to do the following:

1. To find out any significant effect of using video in Facebook on students' reading comprehension
2. To find out any different effect of using video in Facebook on reading comprehension of students who have high reading motivation.
3. To find out any different effect of using video in Facebook on reading comprehension of students who have low reading motivation.
4. To find out any interaction effect between using video in Facebook toward reading motivation on students' reading comprehension.

1.6 Significance of this study

The study aims to improve students' reading comprehension and reading motivation by using video, English Language learners as a research contribution to EFL teaching and learning. It is expected that Video can generate future EFL/ TESL research in future. This media would help the students to be consciously control how they learn reading comprehension so



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that they can be more efficient and motivated to read kind of text

The English teacher also hopes this study can help instructors or teachers of senior high school as the designer in teaching learning process so that the English teachers are able to develop their knowledge and creativity in reading comprehension field of Analytical Exposition text, and as well as raising the students' awareness of reading comprehension. As the student's concerns, it is hoped this study is able, how to comprehend a text, to increase their in reading text, and also to encourage them to be more active and high reading motivation.

According to Harmer (2006), video can give essential extra benefits for students' learning experiences; enrich the students' experience about language in use, improve their cross cultural understanding, develop their creativity, and increase their motivation in learning. Finally, while the video can help the students' reading comprehension and reading motivation.

According to Guthrie and Wigfield (2000), reading motivation is the enormous quantity of motivation that learners should consider their positive or negative idea about reading. For example, learners who read for pleasure and engaging approaches to support their understanding are extremely motivated readers. Learners of this kind usually consider reading to be a significant element in their daily activities, receive challenges in the reading process and are likely to be effective readers. Furthermore, reading motivation is one's own purpose, idea, and interest related to the title, action,



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and the consequences of the reading.

Furthermore, many researchers have done and investigated the research dealing with this problem, either for countries that use English as a second language or foreign language. In spite of many researchers already done this study, the needs to explore more about this study in order to developed from time to time due to the improvement and development in Education. Further, the conditions from each place are not similar.

1.7 Relational of Research

In reference to the rational of the study, Singh et al (2006) affirms that the rationale of study justifies what study goes through and communicates the research which is important to investigate along with its benefits. Reading comprehension is one of significant element for language learning because it provides the foundation for a learner. The students must be able to employ and interpret what they read by means of clues, and reflect on what the text does by making such remarks. It also aims at discovering how the students look for clues in a text; understand the writer's purpose, and how their reading skills affect their comprehension ability. Students who have high level of reading comprehension can be seen from the intensity of reading (Zubaidah, Corebima, Mahanal, & Mistianah, 2018). Students who often read will faster to get the essence of text without repetition. They also easy to find information and knowledge, enhance their achievement, develop their ability, and make communication both orally and written. This is in line with world quotes that mention reading is a world window.



Otherwise, the students who are not usual to read, they will repeat to read the text to get the essence of text.

1.8 Definition of key terms.

To avoid misunderstanding and misinterpreting toward the terms used in this research, it needs some explanations and definitions about the meaning of the terms used in this research. Moreover, all of terms used in this study focused on teaching and learning English. There were some important words in this study. The definitions of key terms are as follows:

1. Using Video in Facebook

Video is defined here as digitally recorded content that has sound and motion that can be stored or delivered live, and can be streamed to a variety of devices. It may or may not have the lecturer visible and can include an animated film, or a demonstration, Zac Woolfitt (2015, p.4).

The Video is presented in social media like Facebook.

2. Reading motivation

Hairul, Ahmadi, and Pourhosein (2012), reading motivation is the large amount of motivation that students have to concentrate their positive or negative opinions about reading.

3. Reading comprehension

Harris & Hodges, (1995, p. 39). Reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and text.

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CHAPTER 2

LITERATURE REVIEW

2.1 Reading Comprehension.

2.1.1 The Overview Reading Comprehension.

Reading is one of the essential skills in learning a language together with listening, writing, and speaking. It contributes to the success of language learning which enables the readers to find out information from the textbooks, newspapers, magazines, advertisements, and brochures. In other definition, reading can be defined as the combination of words recognition, intellectual, and emotion related to prior knowledge to access the message being communicated. (Haris, 1998, p. 68). It is useful not only for work world, study, and pleasure, but also for language acquisition. Reading activity for students as native language and that for the second language learners are quite different. It is more difficult to read in the target language for learners since they need to have adequate knowledge including the language system, vocabulary, and the language structure.

In another side, reading comprehension is one of the important aspects in reading activity. In comprehending a text, a learner should know five foundations of comprehension including conceptual knowledge, language skill, text features, strategies, and fluent decoding (Paris, 2018). In other words,



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reading comprehension requires complex thinking and specific strategies. In this case, the teacher's role is required to monitor and improve students' reading comprehension. The teachers can assess it using reading comprehension tests and observation to diagnose the strengths and weaknesses of the learners' comprehension.

As proficiency in reading comprehension increases, individuals learn to adapt their reading strategies according to the purpose of tasks. Reading is not one skill but a large number of highly interrelated skills that develop gradually over the year (Harris, 1984, p.5). It is essential for success in our society. It is also central to a student's experiences in school and in everyday life. Thus, teaching students to read is a crucial task for teachers nowadays. Since children arrive at schools at different reading developmental stages, reading teachers are faced with helping less capable readers improve their reading skills by providing the best reading instruction possible (Almuguer, 2005).

Thus, as reading comprehension is essential, it is taught mostly compared to other language skills. Most English tests are therefore in the form of readings. However, even though reading is dominant in English activity, the result of students' reading comprehension test is still unsatisfactory. An obvious evidence of this reality can be seen from the result of the National Examination. The questions items in the National Examination are primarily related to reading comprehension and mainly based on the reading texts. Dealing with the reading texts, still, a great number of students fail to achieve the expected minimum



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score set by the National Education Department for the English subject. This fact should be properly noticed and solved by all stakeholders so that students' reading comprehension ability can be increased in the future.

2.1.2 Reading component

Reading activity is essential in individual's learning process. Both aspects are interrelated each other to shape reading comprehension ability. There are some major components of reading to build reading comprehension abilities. They include syntactic knowledge and processing skills, reading strategies to support comprehension, integrated reading strategies and higher-level processing to develop the strategic reader, the role of discourse knowledge, the centrality of vocabulary knowledge (William, 2009, p. 195). Thus, it can be said that reading is complex activity and for those who want to master reading comprehension, they should also master the vocabulary, have a large prior knowledge, learn more grammar, syntactic knowledge, phonemic awareness, etc.

In addition of those reading components, some other experts proposed reading components. Here are several of them:

1. Reading components are phonemic awareness, phonics, fluency, comprehension, and vocabulary (Grabe Hiebert, 2005, p. 121).
2. Reading components consist of phonemic awareness, phonics, fluency, comprehension and vocabulary (Prior and Gerared, 2004, p. 11).
3. There are five essential components of reading development, they are the

alphabetic principle, phonemic awareness, oral reading, fluency, vocabulary and comprehension (Jennifer Prior, Bneuman and Dickinson, 2011, p. 228)

4. Reading can be broken into two major components: word analysis and comprehension. Word analysis and comprehension seem to be mutually enriching task (Bishop, 2010, p. 120).

To sum up, there are some components in reading, they are alphabetic principle, phonemic awareness, oral reading, fluency, vocabulary, comprehension, and phonics. Thus, the teachers need to fully understand those components so that they could manage and set the reading comprehension activity, the practice, the material, the resources to facilitate the students in increasing their reading comprehension ability.

2.1.3 The Purpose of Reading.

Reading is an activity which brings up variety of purposes for every individual of readers. Reading is not only do to gather information but also to develop understanding, to gather new ideas and knowledge as well as to introduce new perspectives (Ritchie and Thomas, 2012, p. 27). Reading can be defined as a way of stretching thoughts and imagination and not only as understanding printed words in text or passage. Therefore, in reading a text, a reader will not only understand the printed words but also should comprehend then apply what they read.

Below are explained about the ways of achieving reading purposes:

- a. Questioning answering, where readers answer questions posed by the teacher and receive immediate feedback.
- b. Question generation, where readers ask themselves questions about aspects of the story.
- c. Summarization, where readers are taught to integrate ideas and generalize from the text information (Oakhill et Al, 2015, p. 109).

2.1.4 Factors affecting the readers' comprehension.

Reading comprehension is an important skill to be achieved by a student.

This skill affected by several fundamental factors. Reading comprehension is not merely about vocabulary but also it is about reading strategies, reading purpose and reader's basic knowledge. Reading comprehension can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction and to inappropriate material (Weastwood, 2008, p. 33). Moreover, Meltzer (2007, p. 145) added that some factors affecting comprehension that may benefit are word recognition, background knowledge and comprehension strategies. From the two sources, it can be inferred that there are some factors in having good comprehension. Firstly, it is word recognition. It shows that students should be able to identify the words, for example the words belong to adjective, nouns, verbs, etc. Additionally, Zhihong (2000, p. 18) stated that to communicate and express the



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ideas effectively, human must have sufficient words, words itself is the important basic of the language from. Students who have limited vocabulary will face the obstacle in learning a foreign language. Secondly, it is the background knowledge of the reads. It is essential and can help the students to comprehend the text. When the students have strong background knowledge, they will find it easy to comprehend the text. Background knowledge is not only related to the amount of vocabulary mastered but it is related to readers' English skills, such as speaking, reading, writing, and listening and English components, such as grammar, and etc. Thirdly, reading strategy is also important. The readers should master and practice the reading strategies, such as skimming and scanning.

2.1.5 Reading Comprehension Strategies.

Reading comprehension is a skill that is possibly learned through several fundamental strategies. A Reading comprehension strategy is cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. Some experts set out several reading strategies that can be beneficial both the readers as well as for the teachers or reading instructors. The following are the steps for explicit instruction of comprehension strategies (McNamara, 2006, p. 6):

- a. Provide an exact description of the strategy and explain when and how it should be used.

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- b. Provide a modeling strategy.
- c. Provide opportunities for collaborative use of the strategy in action.
- d. Lead guided practice sessions using the strategy and allow for a gradual release of responsibility from the teacher to the student.
- e. Encourage student's independent use of the strategy. (Medina Conni, 2004, p. 7)

In addition, Raymond Philippot and Graves (2009, p. 107) propose eight strategies of Reading comprehension as follows:

- a. Using prior knowledge. In this case, the teachers need to ensure the students prior knowledge first. When the students have little or no prior knowledge about given topic, it is important for the teachers to provide them with at least a basic information to the topic they are going to learn.
- b. Asking and answering questions. In the pre and while reading activity, the students will ask questions about the text they are reading, then they will attempt to address the questions as they are going through the text.
- c. Determining what is important. This strategy focuses on having readers understand what have read and forming judgments about what is and is not crucial information.
- d. Summarizing. Summarizing is the best described as focusing on the primary idea or compelling reason why an author has chosen to write on a particular topic.

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- e. Making inference. When using this strategy, the readers need to infer meanings by using information from the text and try to figure out the information that is not explicitly stated in the text.
- f. Dealing with graphic information. Readers give special attention to the visual information supplied by the author.
- g. Imaging. Readers create mental pictures of the text they are reading, or they can graphically represent the relationship among elements of a text.
- h. Monitoring comprehension. Readers carefully consider what they want to get from a text and understanding or lack of text as they read.

In other side, Nuttal (1982) classifies reading strategies into four types. Those are skimming, scanning, extensive and intensive readings.

- a. Skimming

Skimming is a useful skill to be applied in reading. skimming can be defined as a glance rapidly over a text to get the gist of it (Grellet, 1999). This strategy can be used to build students' confidence and an understanding the text without reading every word in a text. Skimming helps the readers to understand the main idea of the text before reading it carefully as a whole. Students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text (Islam and Steenburgh, 2009).

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b. Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information (Grellet, 1981). This strategy enables the readers to have ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scans the list of names in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text.

c. Extensive Reading

Through this strategy, the readers usually face a longer text. In this case, the readers need a total understanding of writing. According to Brown (2001), extensive reading is carried out to achieve a general understanding of a text. Extensive reading occurs when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words (Long and Richards, 1987). So, the aims of extensive reading are to build the readers' confidence and enjoyment.

d. Intensive Reading

Intensive reading means reading for detail. It usually used to read a shorter text. A reader usually wants to get some specific information. According to Macleod (2011), intensive reading exercises may include looking at main ideas versus details.



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2.1.6 Different Models of Reading Comprehension.

There are three models of reading method. They are bottom-up method, the top-down method, and the interactive method.

1. Bottom-up Method

Carrell (1989) defined bottom-up method starts with decoding the smallest linguistic parts, particularly phonemes, graphemes, and words and eventually constructs meaning from the smallest to the largest elements. In reading activity, the readers can relate their background knowledge to the information they find in the texts. This bottom-up method is also known as data-driven and text-based reading. This reading method concentrates on the smaller elements of a text such as its letters, words, phrases, and sentences.

Ahmadi and Pourhosein (2012) and Carrell (1989) declared that in the bottom-up method, the readers will only be successful in reading if they correctly decode the linguistic elements and understand the connection between words. It is very difficult for the learners to store the meaning of every word of a text in their memory and connect one word to the other words.



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2. Top-down Method

Top-down method is the reading strategy which is assumed as a psycholinguistic predicting game in which the readers use their prior knowledge or written schemata to join with a text and to communicate these to new or unexpected materials found in the text to recognize it (Nuttall, 1996; Ahmadi & Pourhosein, 2012). Top-down method focuses on linguistic guess work rather than graphic textual information. The readers should not read every word of a text, but they focus on guessing the next group of words. While reading, the readers may hypothesize the message the writer wants to convey and change their hypotheses based on what they read in the text. Furthermore, Ahmadi and Pourhosein (2012) emphasize that comprehension begins with the upper levels of processing and proceeds to the use of the lower levels and defined as the stepwise design or decomposition that breaks down a system to get insight into its compositional sub-systems.

3. Interactive Method

Carrell (1989) and Ahmadi and Pourhosein (2012), pointed out that interactive method is the interaction between bottom- up and top-down methods. It is a process based on information from many sources such as orthographic, lexical, syntactic, semantic knowledge, and schemata. In reading a text word by word, readers with good bottom-up skills do not comprehend the texts, they should use their background knowledge to

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support them which is called interactive model. This method is made on the interaction of the bottom-up and top-down models. In addition, Nunan (1990) and Ahmadi and Pourhosein (2012) declared that language learners may use top-down reading to compensate for deficiencies in bottom-up reading. In order to realize meaning, learners should use their schemata to compensate for the lack of bottom-up knowledge.

2.1.7 Aspect of Reading Comprehension

Language learners basically should have a good reading comprehension and become a good reader. To achieve a good reading comprehension skill, firstly a good reader should know the aspect of reading comprehension. There are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary (Nuttal, 1982). These are the reading comprehension aspects that the students encountered in comprehending the text:

a. Determining Main Idea

Main idea is a statement that tells the author's point about the topic. Longan (2002) formulated that main idea is a key to understand a paragraph or short selection. Main idea is usually located in a sentence and usually the first sentence, but it also can be in the middle or in the last sentence (Vener, 2002). Therefore, this can make the main idea more

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difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Locating Reference

Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers (Sharpe, 2005). In identifying reference, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

c. Understanding Vocabulary

Reading activity helps the readers to expand their knowledge of vocabulary by finding out new words meaning in dictionary and guessing the meaning from the context. The context of what the passage points can helps students making a general prediction about the meaning (Sharpe, 2005). It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. However, in fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

d. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Kopitski (2007) stated that readers need to practice combining clues from the text with their

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background knowledge in order to make inferences. It means that the clues in the text assist the students to build assumption and draw conclusion. Then, at the end of activity, they can answer the questions related to the text. Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

e. Detail Information

Detailed information is a commonly type of questions posed in reading comprehension test. This type of question is used to check students' ability to understand material that is directly stated in the text. In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer to detail question, the reader can note or underline the key word in the question, and then scan the passage for that word's synonym.

2.1.8 The Levels of Comprehension Skills

Reading comprehension skill can be classified into several level. Here are three standards of comprehension level (Clymer in Brasswel and Rasinski, 2008, p. 16), they are:

a. Literal Comprehension

This level also called surface meaning level. Here, the teacher can ask students to find information and ideas that are explicitly stated in the text. It

is also appropriate to test vocabulary.

b. Interpretive or referential comprehension

In this level, the students go beyond what is stated in the text and go for a deeper meaning. Here, the students should have adequate ability to read critically and analyze carefully what they have read. Students need to be able to see relationship among ideas.

c. Critical reading

In critical reading level, the students should criticize what the text inform or discuss about. The students have to evaluate the ideas presented by the writers in the text. Critical evaluation occurs only after students have understood the ideas and information that the writers have presented.

2.1.9 Reading Comprehension Challenges.

Reading comprehension is a complex skill to be achieved by the students. Challenges and difficulty are possibly encountered in the process of having a good reading comprehension skill. Difficulty is something that complicated to do (Richard 2007, as cited in Wahab 2012). The challenges can be seen from students' mistake or error through the learning process. In fact, many senior high school students often find the difficulties in reading comprehension. These difficulties reflected in the student's poor performance in reading test. Some difficulties that are faced by students in reading comprehension can divided into external and internal factors. Internal factors

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include physics, intellectual, and psychological, while external factors include family and school environments (Rahim, 2006).

There are some internal factors affected the students in reading comprehension during reading activity. They are difficulty in understanding long sentence and text, difficulty that is caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration (Fajar: 2009).

a. Difficulty in understanding long sentence

In this case, most of the students find difficulty in understanding the long sentence with complicated structure. It is supported by report of Barfield (1999) that revealed that almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. The effect of this problem is that the students fail to understand the main idea presented in the text.

b. Difficulty in Using Reading Strategies

Reading strategy is crucial in reading comprehension skill. The students with lack of reading strategies caused failure in understanding the text. Two of reading strategy that should be mastered by the students are skimming and scanning. Without mastering those strategies, the readers will feel down and frustrated because they do not have necessary tools to succeed in reading comprehension test (Duarte, 2005). There are several characteristics of the students who lack in use of reading strategies.

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Firstly, they tend to read word by word within the text and rely too heavily on their visual information. Secondly, they spend more attention on detail which cause that they frequently miss the main idea of the text. Thirdly, they put much attention on form of the expense meaning. In short, the students who do not possess effective reading strategies may be difficulty to deal with reading comprehension test. (Mei-yu, 1998 in Fajar, 2009).

c. Difficulty in Concentration

Concentration, in fact, becomes important factor in reading comprehension activity. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for a good and effective reading (Shaw, 1959). Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students to fail in comprehending the text.

In other side, Peter (2001) revealed that one of the external factors that influence the students in reading comprehension is reader environment which include home and school environment.

1. House environment

Parents play important role to support the students' reading habits at home. Freeman and Long (1990) stated that every child needs attention from their parents to reach their learning achievement. Since learning English is not the same as learning Indonesia, children's need parents or his/her family attention to learn about English. Learning reading without family attention will make

students feel difficult in learning. They can feel down if no one support them to learn English text.

2. School environment

The school environment is another environment that play an essential role to shape students reading comprehension skill. It also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media. The lack of learning media such as English books, magazines or newspapers make reading learning process become ineffective and will be impeding students in understanding the material.

2.1.10 Media in Teaching Reading.

Media in teaching and learning process is utilized to engage the students to learn and create an effective communication between the teachers who deliver learning material and the students. Some experts give definition of instructional media for teaching and learning process. Instructional media can be defined as a tool that provides the functions of learning in education, particularly to deliver information from a source to a receiver, which can facilitate and improve the quality of student learning (Burden and Byrd, 1999, p. 137). In addition, Brown, Lewis and Harclerod (1977, p. 2-3) termed it as a learning technology which is a systematic way of design, use, and evaluation of the overall learning process on a particular subject by combining a variety of human and non-human. Another definition of instructional media is given by

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Sadiman, et all (2008, p. 7). He defined instructional media as anything that can be used to deliver a message from the sender to the receiver so that it can stimulate the thoughts, feelings, concerns, interests and also attention of students in such a way so that the learning process occurs. In short, instructional media in teaching and learning process means a tool that is designed to deliver information from the teacher to the students to stimulate their thought and concern to learn.

Instructional media that can be used in learning process has several characteristics. Kozma (1991, p. 2) outlines the most obvious characteristics of the media are technology, mechanical and electronic aspects that determine the function, shape, and other physical characteristics. The role of media as a tool to deliver information that can attract the involvement of students is clearly important because the teacher would not be able to stand alone in creating effective communication for a learning process. Additionally, according to Gerlach and Ely (1971) in Arsyad (2007, p. 12-14) learning media has three important characteristics including fixative, manipulative and distributive. Fixative means that a media should have ability to record, store, and preserve and also reconstruct an event or object to being transformed and used at different times. While manipulative means that a media is able to manipulate the events that have long process into something brief and adjusted to the needs in learning activities. Meanwhile distributive characteristics of the media showed that a media allows an object or event transported through space and



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simultaneously the event presented to a number of students with the same stimulus experience. Those characteristics can solve the limitations of teachers' ability in delivering learning material to the needs of learners in the classroom.

Furthermore, Smaldino, et al (2005, p. 10) suggest some types of media that is often used in the learning process. They are text, audio, images, movies and animations, objects that can be manipulated, and people. Those type of media can be grouped into several category. Burden and Byrd (1999, p. 144-155) grouping them into several forms. They are:

1. Audiovisual equipment such as audio, multimedia, films and videos, computer based instructional media, and game stimulation.
2. Books and materials that can be reproduced in printed form such as textbooks, non-text, worksheets;
3. Other sources such as classrooms, schools, and communities.

Additionally, Hunkins in Marsh (1987, p. 263) divides instructional media in two forms, printed materials and unprinted materials like television, movies, videos, tapes, and computers. The teachers can choose either media based on the students' need in the learning process. The right type of media will affect the quality of the learning process as well as the learning result.



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2.2 The Concept of Reading Motivation.

Motivation can be defined as people's needs, desires, or wants which is possibly encourage them to take actions to accomplish certain goals. Within motivation research, Guthrie and Wigfield (1997) state that motivation is what activates certain behavior. However, due to the complex nature of motivation, an individual's behavior will differ from another. Speaking about motivation in educational world, it cannot be separated with the students' motivation to read. It has evolved into one of the most widely researched factors contributing to overall success or failure in the elementary school (Applegate & Applegate, 2010). Literacy instruction in areas such as phonemic awareness, phonics, fluency, comprehension, and vocabulary development are common predictors of later reading skills. Development of those related skills are crucial to student reading comprehension and achievement; however, for students to successfully master and utilize these skills, they must be "motivated to learn (Wigfield et al., 2016, p. 190).

Moreover, reading motivation can be defined as a personal goals, values, or beliefs about the topics, processes, and outcomes of reading that allows them to reach their full potential as literacy learners" (Guthrie & Wigfield, 1999, p. 405; Marinak & Gambrell, 2008). In addition to the link between students' motivation and academic achievement, reading motivation contributes to student engagement in reading and reading-related activities. It can be stated that the more one reads, the better reader one becomes (Cunningham & Stanovich, 1998; Gambrell, 2011).



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In addition, students' reading motivation can be viewed in two perspectives: intrinsically and extrinsically. When students are intrinsically motivated, they are characterized as engaging in a reading act for its enjoyment value. On the contrary, extrinsic motivation is the desire to read to receive external recognition, such as rewards or incentives (Guthrie, Klauda, & Ho, 2013). The basic difference between an extrinsically or intrinsically motivated reader lies within the source of the behavior and in the long-term interest of the child in reading (Fawson and Moore, 1999). Lifelong habit of reading could be formed by how intrinsically motivated readers voluntarily make time for reading (Metsala, Wigfield, & McCann, 1996). While extrinsic motivated readers assume reading as a goal-oriented activity. The nature of the student's motivation for both aspects have been studied to identify the level of student engagement and sustainment in literacy activities.

Additionally, engagement in doing such activity, including reading, is an action driven by motivation (Gambrell, 2011). The engaged reader is motivated to read for different purposes, on the contrary, the disengaged reader is unmotivated and will either avoid reading or exert minimal effort in the activity. There were several research which support the connection between reading motivation and academic achievement (Becker et al., 2010; DeNaeghal et al, 2012; Guthrie & Wigfield, 2005; Taboaoda et al., 2009). Thus, there is a concern and need for research to identify the factors that affect a person's motivation to read.



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2.2.1 Instructional Practices to Support Intrinsic Motivation.

Individual has different goals in reading. Some of them read for their personal interest, and needs, but some of them read to do certain task or assignment. According to Guthrie and Wigfield (2000), there are two aspects of motivation that differentiate a person's goals for reading: intrinsic and extrinsic. Intrinsically motivated students are engaged to read for their own pleasure or purpose. While an extrinsically motivated readers do the reading activity for some external motivation. In this case, the teachers need to act as important figure to point out how to develop both levels of motivation in order to maximize learning success both for pleasure and information. Supporting literacy development and students' intrinsic motivation to read is a common goal across all schools and classrooms. Fawson and Moore (1998) conducted a survey of how to identify the motivational techniques that teachers can conduct to develop reading interest. The findings promoted several reading incentives programs that the teachers can do. The programs ranged from encouragement to read more, skill development, creating positive attitudes, and development of life-long readers. The criteria for the reading incentives programs included calculating the total number of minutes read and number of books read (Fawson and Moore, 1999). Here, the teachers can redirect the students focus from task competence to task completion, which can bridge them to intrinsic motivation.



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Furthermore, the following section will discuss how students' interest and choice can foster student motivation. The first is the student interest. Many definitions of intrinsic motivation refer to the person's desire to engage in an activity to satisfy their own purpose or fulfill their interest (Lepper et al., 2005; Rasinski, 2011; Ryan & Deci, 2000a; Wigfield & Guthrie, 2004). interest serves as an opportunity for further learning and growth. Tapping into our students' interests possibly can be the impetus to develop those skills necessary for academic achievement. Since interest points both cognitive and affective components, it has a strong influence over learning. To influence a person's goals, attention, and level of learning, teachers need to recognize its potential impact on an individual's knowledge and performance. Additionally, interest is closely related to an individual and their environment, thus in educational research, it has been studied in two forms: individual interest and situational interest. In general, it is required to fully understand how the two forms of interest contribute to academic and cognitive performance as well as reading motivation. Situational interest means the conditions in the environment that focus our attention. It might be temporary. While individual interest is personal interest that has been established in various prior contexts and is usually enduring (Guthrie et al., 2006; Hidi & Harackewicz, 2000; Hidi & Rennigner, 2006). In other words, it is crucial for teachers to use situational interest as that motivational tool for students who might not have the individual interest or background as their peers.

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The second aspect of how students' interest and choice can foster student motivation is students' choice. Choice supports the value of learning and is beneficial to increase students' participation, performance, enjoyment, effort, and motivation (Cordova & Lepper, 1996; Flowerday, Shaw, & Stevens, 2004; Gambrell, 2011). Low self-efficacy and instructional practices are two common explanations for the changes that occur in motivation (Guthrie & Wigfield, 1999). Another reason for this reduction is the decreasing of students' autonomy. When students presume that the learning environment has been under controlled by certain stakeholders and unsupportive of their "voice" and choice, it is unlikely they will internalize the motivation necessary to engage in deeper learning (Niemic & Ryan, 2009). In contrary, by giving them learning autonomy, students will feel that they have some such personal ownership over their learning and are given opportunities to make decisions will often choose to read (Guthrie, Wigfield, & You, 2012). In other word, a potential way to support autonomy is through choice (Gambrell, 2011; Troyer, 2017; Turner & Paris, 1995).

Thus, when the teachers offer the students autonomy to decide their choice of texts and/or tasks, it will result in exerting more ability to understanding the material as well as nurturing their intrinsic motivation. They also will be exposed to multiple genres, authors, and opportunities to engage in authentic discussions about books with their peers which at then end will increase their motivation to read.

2.2.2 Teacher Impact on Reading Motivation.

Teacher's role is crucial in engaging students' reading motivation. Teachers have access to motivate students to read by providing them programs and activities to support them to read. Basically, motivation does not always come solely into a child, but it can be supported by their interaction with their literacy environment (Tumer & Paris, 1995, p. 672). Literacy environment can be created by teachers in the classroom and by the school stakeholders in the school area. Additionally, in the formal school, the students basically will be interested in school activities provided by the teachers and have a strong perceived competence for the various activities in which they partake (Wigfield, et al., 2016).

However, research has found that ability, intrinsic motivation, and value decline as students advance in their schooling (Varuzza et al., 2014). It might be occurred since the students started to be used to have reading activities which designed by the teachers and not based on their own interest. Here, the teachers' role is important to view the students' intrinsic motivation so that the students still have that ability and value. Moreover, since reading motivation become a significant factor in academic achievement, text comprehension, and engagement, it is necessary for educators to consider the motivational practices within their pedagogy (Gambrell, 2011). Thus, it can be said that the teachers are required to be fully aware and concerned of how important the reading



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motivation is for the students in supporting their academic achievement. In this case, the teachers should have a strong pedagogical knowledge, classroom management, engaging effort, and motivation strategies to encourage and motivate students to read.

2.2.3 Reading motivation and teacher support and rapport.

Teacher's support is significant in enhancing students' reading motivation. Teachers' roles including facilitating knowledge to students in academic areas by providing the students various resources that will promote their academic and social competencies (Wentzel, 2016). This relationship between the teacher and the students plays a critical role to engage students' motivation to learn. Moreover, the teachers also need to develop classroom activities that value the students' performance, set goals for students' reading activities, and offer assistance in achieving these goals. Likewise, Skinner, Furrer, Marchand, and Kindermann's (2008) identified supportive interactions which enhance the teacher and students' relationship and support students' motivation, engagement, effort, and achievement. Teacher support does not always refer to a particular practice, but it is more to motivational practices such as offering choices, encouraging success, providing relevance, and organizing collaboration among students.



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Furthermore, a reader does not only possess the skill to read but also the will to read which is significant in reading development (Gambrell, 2011). Providing the affective aspects support for students' literacy development is essential to do by the teachers in nurturing their motivation (Athey, 1983; Tse & Xiao, 2014). The teachers need to spend more time to what is within the scope in which the teachers can control (Hidi and Harackewicz, 2000). The aspect that is out of teachers' control including changing a student's circumstances (emotional or academic). Here, the teachers are required to use many opportunities to influence students and play their important role as an expert in the classroom environment. Egbert and Roe (2014) consider teachers as the "experts" and are necessary for the development and implementation of engaging and relevant tasks.

2.3 Facebook Social Networking Site.

Facebook networking service is a social utility that helps people share information and communicate more efficiently with their friends, family, and co-workers. It was generated by an American student, Mark Zuckerberg, in 2004, initially aimed for the student community at Harvard University. However, Facebook quickly transcended the intended border of Harvard University to other schools and was ultimately publicized in 2006 due to its decency (Facebook - Statistics & Facts, n.d.). From that moment, Facebook has kept attracting augmenting new users who could access the Internet (Cassidy, 2006). While in a



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recent Facebook post, Mark Zuckerberg – founder and CEO of Facebook - claimed that by 26th July 2017, the Facebook community had reached the pick tremendously to over two billion users worldwide, 1.3 billion of which were active daily (Zuckerberg, 2017). With the vision of “making the world more open and connected” as stated in his Facebook personal introduction, Zuckerberg and his co-workers are working hardly to expand the community and satisfy far more users’ demands.

As time goes, Facebook offers a wide range of functionalities and can be said to reflect current basic capabilities of SNSs (Quan-Haase & Young, 2010). It enables the users to create and upgrade personal profiles, befriending, exchange messages and chat online and to organize themselves into groups in relation to personal and professional affiliations, which might include educational affiliations (such as schools), workplaces, interests, hobbies, and political and religious beliefs (Aydin, 2012, p. 1094). Beside allowing the uses to have a self-expression and socialization, Facebook also offers variety of functions to the users including the tools to produce and curate multimedia content of multiple forms namely images, audio, and videos. The most lately function is Live Streaming (allowing users to broadcast a video lively and publicly) and Save (enabling users to save and categorize Facebook posts for later access).

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2.3.1 Usage of Facebook in Education.

Facebook has been embedded and become indispensable to many people in modern life since the beginning, especially among the youth or those who is well known as “digital natives” (Prensky, 2001, p. 1). These digital natives are the young people who are considered as “native speakers” of the digital language of computers, video games and the internet in which social networks are entailed. As a whole, the students in education world are substantial users of Facebook (Bicen & Cavus, 2011; Junco R., 2012; Madge, Meek, Wellens, & Hooley, 2009; Rhoades, Irani, Telg, & Myers, 2008). Therefore, it is understandable that this medium has been increasingly integrated into educational contexts.

By considering the possibility usage of Facebook in education, Mazman & Usluel (2010) designed a model of how Facebook is possibly used for educational aims, comprising three key purposes: communication, collaboration, and materials/resources sharing. The model has been tested and confirmed by Arteaga Sánchez et al. (2014) and Manasijevic, Živkovic, Arsic, & Milošević (2016) who proposed a general view of how students utilize Facebook in study contexts. Moreover, in another different perspective, Selwyn (2009) revealed that the students usually used Facebook for critiquing schools’ experiences, exchanging practical/logistical information, and discussing academic topics raised in their courses. He added that the students can also make use of Facebook as “supplication and the seeking of moral support” or sympathy regarding schools demands and making studies-related “banter”. In a



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whole context, students expressed a mild to positive attitudes toward the use of Facebook in educational world.

The utilization of Facebook in educational context does not only bring up diverse reactions but also variety of research. There have been controversial research findings claimed standing-out affordances of Facebook that enforced better learning efficiency while others revealed drawbacks of such an application or even its negative correlation to learning outcomes.

Mazman and Usluel (2010) found out that the five observed variables, namely Usefulness, Ease of Use, Social Influence, Facilitating Conditions and Community Identity, which show a significant positive influence on adoption of Facebook with Usefulness considered as the most important predictor. Also, the three observed variables of Social Relations, Work Related, and Daily Activities had a significant positive influence on the purposes of Facebook usage. Regarding the correlation of the three main components of this model, Facebook users' purposes and Facebook adoption were found to have a significant positive relationship. In short, as Mazman and Usluel (2010) concluded, the Theory of Facebook Usage for Educational Purposes stated that people firstly use an innovation in their everyday lives for different purposes by considering the usefulness and these purposes initiated and shaped the educational usage of that innovation.

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In addition, the theory of Facebook Usage for Educational Purposes proposed by Mazman and Usluel (2010) set the basic for examining Facebook usage in academic contexts that were relatively formal and institutional. However, as a social medium, Facebook is assumed has great potential for students to access and engage in shared knowledge construction while having sufficient control over their own learning, which promisingly helps connect the formal and informal learning spheres (Dabbagh & Kitsantas, 2012).

Furthermore, the model of relationship between Facebook and education has been then tested and reconfirmed by several experts. They considered collaboration through academic communities the prime benefit of Facebook usage in higher education. The classifications of educational usage were defined as follows (Mazman & Usluel, 2010):

1. Communication among learners and their teachers, facilitating school practices or learning activities such as discussions, spreading announcements and informing logistic notices.
2. Collaboration to enhance learning such as exchanging ideas cooperate in project helping each other or joining different communities of similar interests/concerns.
3. Materials and Resources Sharing including multimedia resources, materials, documents, etc., serving learning purposes or educational development.

Based on these three particular categories, this thesis aimed to examine students' usage of Facebook for educational purposes. Also, from such investigation into usage patterns, the research attempted to detect both advantages and disadvantages of Facebook application in HE.

2.3.2 Benefits of using Facebook in education.

Facebook is widely used as the online social media and social networks to reconnect people all over the world. Besides, this platform gives a real benefit for education. In the literature, some researchers have identified numerous benefits of incorporating Facebook as an important tool in enhancing education (Mazman & Usluel, 2010; Irwin et al., 2012; Munoz & Towner, 2009). The following variables have been identified as key components of Facebook's benefit in education including Interaction, Communication, Social relationship, and Participation. Facebook is used as a learning tool as a learning catalyst and knowledge navigator for the students unlike the traditional classroom. The interaction that Facebook provides between students and teachers can be beneficial in identifying students' learning difficulties, monitoring their academic progress, motivating and giving them an academic advice outside the classroom. In addition, Facebook is set to facilitate communication between teacher and students by enabling students to download learning material and submit assignments online. Facebook makes it possible to enhance students' active participation, resource sharing, collaboration, and

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critical thinking (Mazman & Usluel, 2010).

In their study, Munoz and Towner (2009) added an overview of the different ways of how Facebook can be integrated into the learning system:

1. Profile page: An instructor is responsible for creating a profile page which he/she uses to communicate with students as they interact and share useful educational content.
2. Creating a group page for a class: A course group is an essential tool in communicating between instructors and students. Students can communicate with fellow classmates, share resources, and discuss key topics. On the other hand, instructors may also find the group useful in posting and uploading course content as well as reminding students on key events.
3. Replacing/Duplicating web course functions on Facebook: Similar to discussions conducted on web course boards in a traditional classroom, the same concept can be facilitated virtually through Facebook discussion boards and instant messaging.
4. Integration of Facebook Applications: To enhance the learning system students can download add-on features with useful applications that will expand the Facebook functionality.



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However, in other perspective, Facebook allows the teachers are able to identify students with similar problems and can address them individually or as a group by explaining in detail using text or a live video without having to arrange a one-on-one meeting (Irwin et al., 2012).

2.3.3 Integrating Facebook in higher education.

Facebook offers a wide range of utility by providing a variety of features that can be used by the teacher to enhance the learning process (Ractham & Firpo, 2011; Plessis & Smit, 2014). Plessis & Smit (2014) explain the useful Facebook features that can enhance the learning process:

1. Wall: Instructors and students collaborate as they use thumbnails of video clips, images and news to share information on useful educational content. Students also answer other questions posted by their fellow students as they interact online.
2. Discussion: Knowledge is shared as students discuss certain topics and help each other in understanding and grasping concepts. The threads for discussion are useful for future reference and a good starting point for exam preparation.
3. Photo: Students can share posts about topics under discussion as well as personal photos as they interact and get to know each other.
4. Quiz: Instructors can create educational quizzes and share with students on Facebook.

5. Private message: Students use this feature to communicate with each other outside the groups and other platforms with several participants. Some students prefer to engage instructors using private messages when they are not willing to.

2.4 The Use of Video as Audio-visual Learning Media.

2.4.1 Audio-visual Media.

In Indonesia, English is considered as a foreign language. Dealing with to this condition, students learn English in their own culture and the available practices or activities in the classroom. The key factor in the English learning development is the opportunity given to students to understand the target language. Besides the speaking, reading is the important skill for the better comprehension of written texts. Teachers must improve the students' reading motivation and comprehend what they read

A possible way of stimulating the students to comprehend what they read might be to provide them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language (Richards & Renandya, 2002: 209). Audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. Audio-visual stimuli provide learners with opportunities to learn from auditory and visual experiences, which enable them to develop their four skills ability (Listening, Speaking, Reading and Writing)



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Cakir (2006) says that all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In designing activities with audio-visual materials, teacher should integrate strategy instruction into interactive activities. Effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of purposes. They should be based on authentic or naturalistic source materials. They enable learners to manipulate and practice specific feature of language. They allow learners to rehearse, in learning process, the skills they need in the real world. They should also motivate psycholinguistic processes of learning. Audio-visual media not only helps students develop their speaking but also in reading ability. It contains authentic sources for students to learn English. Trough audio-visual media will motivate them to speak and to read the text in English. Effective interactive activities using audio-visual media should be manipulative, meaningful, communicative, and involving learners in using English for a variety of communication purposes.



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2.4.2 Video.

Video is one of audio-visual media that can be utilized in teaching and learning process and played back in slow motion so that the students can see the materials that occurred too fast to register through normal vision. A video is the electronica media to capture, record, process, store, transmit, and reconstruct a sequence of still images representing scenes in motion. According to Newby et al., (2000: 102), videos are the display of recorded pictures on television-type screen can be referred to as video. Furthermore, Richards & Renandya (2002: 364) added that video is a medium which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. It means that video is media that consist of visual and audio effects.

Video can be utilized by the teachers to conduct learning activities. It is starting from introducing a topic, presenting content, providing remediation, and promoting enrichment (Smaldino, Lowther, and Russell, 2007: 310). Video can be used in all instructional environments with classes either in a small groups, big group or individual students. Here, Berk (2009) stated that the contiguous presentation of verbal and visual material as in videos with integrated dialogue or narration is most effective for novices and visual learners. Therefore, the use of meaningful video in teaching may be most appropriate for introductory courses, introducing complex topics in any course, lower achieving students, and visual/spatial learners.



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2.4.3 Video Clip.

There are a lot of types of video that can be used to teach speaking. A video clip is a better type to teach speaking. A video clip is a short segment of video or a video which has been cut into several short segments with certain duration of time from one to five minutes. These video clips can be played on the computer or television. Smaldino, Lowther, and Russell (2007: 310) say that the trend that is updated nowadays is delivery of video media as short, concise segments that teacher can use in a variety of ways to support variety of utilization scenarios. Moreover, Richards and Renandya (2002: 165) added that it is better to export a short (3-5 minutes) segments of video systematically than to play a long duration which is likely to result boredom in students. This is in line with the statement of Berk (2009) that a short video clip may make a gigantic difference in the students' moods, motivation, and attitude. The duration of one or four minutes can yield a number of exercises, demonstrate a satisfying range of language, are easier to manipulate, and can be highly motivating (Harmer, 2007: 283).

It is clearly seen that short duration of video is more effective in the teaching learning process because teacher can choose any part which consists of certain language function that will be learned by the students. Nowadays, video is easier to access in any online platform and presented in many types. The teacher can select which one is appropriate and useful with the available media and current technology.



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2.4.4 Animated Video

One type of video that is possibly used in teaching and learning process is animated video. In general, animation is defined as the pictures that appear and can move. Harrison and Hummell (2010, p. 20) define animated video as a quick display of a sequence of static images that create the illusion of motion. Meanwhile, Brown, Lewis and Harclerod (1977, p. 232) termed it as a collection of films prepared through the pictures that produce the illusion of movement when projected.

The use of animation in learning activities according to Brown, Lewis, and Harclerod (1997, p. 224) has some special advantages:

1. to cut some intellectual disabilities in learning,
2. to help solving some physical obstacles on the student,
3. to present a variety of events in continuity,
4. to provide a special visual experience in order to gain a deeper understanding,
5. to allow students to create real action or imagine of an event or process,
6. to evaluate students' knowledge or their analytical skills in the learning activities of certain matter.

Furthermore, animated video is expected to be beneficial in improving students' motivation to read, understand the concept and then improve their learning outcomes. Animation can help in establishing students' understanding of abstract concepts. In general, animated films qualify as a medium that



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since the beginning can help to motivate students to learn until they get to the stage reinforcement, which is expected after watching the animated video, feedback can be carried with maximum results. As the result, the animated video can support to increase students' achievement. Harrison and Hummell (2010, p. 21-22) stated that animated video can enrich the experience and competence of the students in a variety of teaching materials. Through a variety of methods, teachers and students can use the animation of the simplest to present a number of concepts.

Another utility of animated video is to provide visual displays to clear up abstract information, which is greatly contributed to improve the quality of the learning process and outcomes. This is in line with the statement of Hegarty (2004, p. 343). It short, the animated video is greatly contributed to visualize the abstract learning material into the visual display so that it is easier for the students to understand the material well.

2.4.5 Video in English Language Classroom

Varies resources and research of experts has clearly revealed the purpose of using video in English teaching process. According to Wang (2015), there are three goals of teaching English with video materials. The first is to facilitate the development of EFL learners' language skill. It means that the video can provide a lot of information for the learners, get their attention to focus on the material in the video, and improve their comprehensive linguistic competence.

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Moreover, the second goal is to build students' competence of intercultural communication. Video is not only used to give information about the language, but it also provides information about the culture of English native speakers. It means that the use of video can facilitate the students to enhance students' language and cultural competence. The third is to build students' aesthetic values and ability to appreciate English videos of Artistic values. Here, the video is utilized to make the students have aesthetic impressions of the video in their mind. It can encourage them to have deep thinking and critical review. In addition, another benefit of using video in classroom activity is to see language in use, cross-cultural awareness, the power of creation, and motivation (Harmer, 2006). In this case, the students do not only listen how the language used by native speakers, but they also can see about the culture.

Harmer (2006) added that the teacher needs to be aware of some problems that might appear during the teaching and learning activities by using video:

1. Nothing new syndrome.

This happens because the teacher cannot facilitate the teaching and learning activities in more interesting way, so the students just consider that the teaching and learning activities by using video are as same as the other common learning activities.

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2. Poor quality video.

The students will get problem to see how the language is used in real context of communication.

3. Poor viewing condition.

The teacher has to ensure that the situation in the class will facilitate the students to see the video clearly. In some cases, the video is just brought into the class without considering the eligibility of the condition in the class.

4. Stop and start technique.

It might also fail to get the students' interest in learning because the teacher does not know very well how to apply the technique.

5. The length of the video

It is not going to be effective if the duration of the video takes too long. Students may fall asleep or lose their attention. Using short video will be one of the ways to get the students' attention in learning activities.

6. Technical problems

This problem may appear during the teaching and learning activities. The teachers should get familiar with all the tools that will be used to support the classroom activities.

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Wang (2015) added that inefficiency of using video materials in EFL classrooms still appear, such as monotonous classroom activities and teaching methods. This condition shows the students' activities and teachers' ways in teaching by deploying video also influential factor that can affect the effectiveness of employing the video in the classrooms. In many realms of English language teaching, the teachers just present it in very common activities that can influence the students' interests and achievements. Then, it cannot facilitate the students effectively during the teaching and learning activities in the classrooms.

Furthermore, the successfulness of video utilization in the classroom activity cannot be separated with teacher's role, belief, and practice. This is in line of the statement of Abukhattala (2015). Here, English language teachers also have to be able to choose appropriate video content that refers to the instructional goal, (Bell & Bull, 2010). The teachers have to prepare and carefully choose the video based on the students' needs. It appears as one of the teachers' challenges in advance technology era nowadays because there are many video formats and information that can be found easily in internet. In general, there are numerous video type that can be chosen like drama, action, romantic, comedy, romantic-comedy, documentary, TV program, commercials, college music videos, and students' own videos. The choice of the video will depend on the teaching and learning objectives, students' characteristics, and interests. In other word, the video content that



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will be presented in the class should match on the teaching and learning objectives. Those criteria need the teachers' extra efforts to filter suitable video for the students.

Dealing with the information above, the use of video in the EFL classrooms gives various benefits for the students in teaching and learning activities. However, it sometimes does not work effectively in the classroom due to some challenges that cannot be figured out well by the teachers as facilitator in the classrooms, such as limited knowledge about techniques of using video in the classrooms. Therefore, the following information reviews some techniques of using video in EFL classrooms.

2.4.6 Techniques of Using Video in EFL Classrooms.

Nowadays, video is already widely used in EFL classroom activity. The use of this media can facilitate the students to get more interested in learning as well as to enhance their communicative competences so that they can get rich learning experiences. Some experts revealed some techniques to use video in EFL classroom. Firstly, Harmer (2006) states that there are some techniques to use video-based lesson including (a) viewing techniques (fast forward, silent viewing, freeze framing, partial viewing) and (b) listening (and mixed) techniques (picture less listening, picture or speech). Here are the brief information about both techniques:

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1. Viewing Techniques

The objective of this technique is to awake the students' curiosity of what they will learn by predicting. The followings are the ways to implement this technique:

a. Fast Forward

In this technique, the EFL teachers present the video by playing it for a few seconds and then fast it forward and repeat it until the end of the video. After that, the teacher asks the students to share what information they obtain from the video by guessing what the people in the video talked about.

b. Silent Viewing

This technique can be used by playing the video without voice. It is just presented silently without any information. Here, the students' abilities to predict the information are required.

c. Freeze Framing

In freezing framing technique, teachers need to stop the video several times. Every stop, the students are encouraged to deliver their ideas. It will be more effective to guide the students in understanding the text because they can predict what will happen after seeing some parts of the video.

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d. Partial Viewing

This technique is used to underpin the students' curiosity because it lets the students to see a part of the video and ask them to predict what kind of information that they will gather after that point.

2. Listening (and Mixed) Techniques

The followings are the ways to implement this technique:

a. Pictureless Listening

In this technique, the learning activity is started by guiding the students to listen to the information in the video. In this case, the students are not allowed to see the pictures in the video until they are able to guess and share what information they got.

b. Picture of speech

this technique can be conducted by dividing the students into two teams. Each team has different opportunities during the teaching and learning activities. The first team is administered to watch and understand a video presented by the teacher. Then, another team should predict what the video is about based on the clues given by another team. This activity trains their speech and fluency of the language.

Moreover, Çakir (2006) also mentioned some other ways for using video in a classroom. They are active viewing, freeze framing and prediction, silent viewing, sound on and vision off activity, repetition and role play,

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reproduction activity, dubbing activity, and follow up activity. Basically, those ways are similar with the previous listed techniques stated by Harmer (2006).

However, there are several additional ways added, such as repetition and role play, reproduction activity, dubbing, activity and follow up activity. Here is the brief information about that additional ways:

1. Repetition and role play

In using repetition and role play technique, the video is played for several times until the students get familiar with the information that they listen to. Then, they will be guided to do a role play based on the teacher's instruction to support teaching and learning activities in the classroom.

2. Reproduction activity

In this technique, the teachers will let the students watching the video and encourage them to try what they have learned. This is expected to provide the students an experiment in using the language through the video.

3. Dubbing activity

This is an interesting activity to invite the students to actively use the language by instruct them to fill in the missing dialogues after watching the video.

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4. Follow up activity

After watching video, teachers can give the students a follow up activity such as an oral practice in form of discussion. In this activity, the students will have an opportunity to develop sharing and co-operative skills.

Alongside, Mohammed (2013) proposed other effective ways of using video. He implemented the use of subtitled video to teach grammar. This was successfully developed students' grammatical accuracy and drawn the students' attention to learn the past perfect form in video subtitles better from text and pictures rather than text only. Basically, the use of video subtitle causes the students give positive response about the use of video grammar instruction.

In addition, Berk (2009) declared several commons procedures of using a video clip in teaching:

1. Pick a particular clip to represent main content of the video. When using video, the teacher does not always need to let the students watch the whole part of the video, but they can select some essential parts and discuss it with the students.
2. Prepare guidelines for students' activities and discussion questions on what they have to see, hear, and look for. Commonly, when video is presented in the class, there is no specific instruction about what the students have to learn from the video and what they have to do after watching the video. This matter should be well organized to guide the

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students in achieving the learning objectives.

3. Introduce the video briefly. Giving information to the students about what they have to watch is important action to activate the students' prior knowledge and help them in the process of comprehending the information.
4. Play the video. When playing video, the teachers have to facilitate the students to focus on what they watch.
5. Stop the video at any part to highlight a point or replay it for exercises. It will be effective to guide the students to understand what they learn.
6. Set a time for reflection what they have watched. This activity is beneficial in order to gather information that relates to the students' understanding about what they have watched. In addition, it can facilitate the students to practice their communicative competence, especially in delivering information orally.
7. Design an active learning activity. This last point is the most influential; the teaching and learning activities will not run effectively if the teachers do not prepare what the teachers and students have to do during the class. In this part, the teachers' capabilities to run appropriate techniques are needed.

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In short, to utilize video as the media of teaching and learning, the EFL teachers need to consider the appropriate techniques and common procedures.

Thus, the video can be used effectively to enhance and assist the students to achieve their better learning achievement.

2.4.7 The Issue of the Use of Video

Video as the media used in teaching and learning process brings up several great benefits as well as certain issues that should be concerned by the teachers. Here are some of the issues:

1. Time Consumption

Time consumption is one of the issues when a teacher uses it in enhancing students' learning process. Basically, teachers have limited time period of teaching in a class. Thus, they need to use it wisely. This time of period normally only gives the teacher opportunity to play half duration of a long video. To solve this problem, the teachers need to choose a short and effective video but meet the students' need to learn certain materials. Choosing a part of the video which has the most benefit to the students in improving their English could be another choice for teacher.

2. Classroom Organization

Organizing the classroom is one of the teacher's responsible to ensure teaching and learning process runs well. In utilizing video as the media



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in classroom activities, it is required by the teachers set up the tools to play the video as well as to organize the technical assistance to assist them. Teachers can ask the student to help them in preparing the equipment.

In short, utilization of video as the media in engaging the students to learn better assign the teachers to prepare the video, the tools to play it, as well as to think about several issues that might appear while playing the video like the duration and the technical problem.

2.4.8 The Advantages of Using Video in Teaching

Video material is a tool set to teach ELT students to master the foreign language, which can be applied in EFL contexts depending on the purpose of the course. William & Lutes (2000, p. 25) mentioned that one of the benefits of video materials is that it can concentrate on information that cannot be simply presented in a traditional classroom because of some barriers like the size, location, costs, etc. However, since watching video is basically a passive activity, it is required for the teacher to create an active learning strategy in order to be an effective tool, especially to get students' attention.

Generally, the utilization of video materials in the educational settings brings up a lot of advantages when they are employed with a dynamic learning strategy. Using videos in instructional settings permits the second language learners to achieve multiple information when listening to the files. In fact, the



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learners can listen to and observe what is going on at the same time. Mainly, it is possible for students to watch video files outside of class time which is so helpful for EFL learners to augment their knowledge of the foreign language outside the classroom.

Furthermore, based on Beare's statement (2008), videos may help the EFL students to be familiar with their learning process. They enable the students to obtain an immediate feedback to make the videos more effective than "simple teacher correction". Harmer (2001) declared that one of the most important benefits of video materials is that EFL students can observe and interact with them to comprehend the content or the material. Additionally, through video materials, the students can witness the visual clues such as gestures which assist them to go beyond of what they listen, and also to interpret the expressions in a deeper manner. Due to this fact, the EFL students can observe the language in the real situation from natural contexts.

Besides, dealing with the advantage of video materials, they also may help the EFL students to expand degree of their proficiency. This is in line with the statement of Van Duzer (2002) that video materials applied in the educational settings, provide real situations, intonation, and real pronunciation, and permit the learners to be exposed to a real context. Ramal (2006) said that using video materials in an EFL setting can motivate students, so that they can experience real feelings to expand their understanding about the situation of the video. Thus, it is proved that the utilization of video in ELT activities gives

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various advantages to enhance their learning achievement.

2.4.9 The Characteristics of Video in Teaching

Utilization of video for teaching has been proven to bring various benefit and advantages. To produce a video learning that can increase the motivation and effectiveness of its users then the development of learning videos must pay attention to the characteristics and the criteria (Riyana, 2007, p. 8-11). The followings are the characteristics of video in teaching:

1. Clarity of message

It is possible for the students to understand the learning message, material, or the information meaningfully with the video. Afterall, the information they achieve can be stored in long-term memory and retention in nature.

2. Stand alone

The video developed does not depend on other teaching materials or does not have to be used together with other teaching materials.

3. User friendly

Video media uses simple language, easy to understand, and use common language. This utilization appears to be very helpful and friendly to students, including convenience user in responding, accessing as desired.

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4. Representation of content

The material must be truly representative, for example, simulation or material demonstration. Basically, the subject matter both social and science can made into video media.

5. Visualization with media

The material is packaged in multimedia consist of text, animation, sound, and video dealing with the desired material.

6. Use high resolution quality

The video can display in the form of graphic video with engineering technology digital with high resolution but support for every computer or android system.

7. Classically or individually used

Video can be used by students individually in a school setting and also at home. It may also be used classically, with a maximum number of 50 students and guided by the teacher or simply listening to the narrative description of the narrator who has been available in the program.



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2.4.10 The Effect of The teaching by using Video in Facebook and Reading Motivation on Students' Reading Comprehension.

Teaching bay using Video becomes one of recommended techniques for teaching reading. Kholidiyah.H (2015, p. 76) stated that video was effective to improve students' reading comprehension and increase their learning outcomes. Additionally, the result of research from Mohammadin and Sead (2018, p. 6) revealed that the use of videos can be considered as one of the effective instructional materials in teaching reading to EFL learners. It was proved from several findings from other researchers related to this research. The experts claimed that it is better to use video to help the students understanding the reading comprehension since video can be a very valuable tool for language learning.

Moreover, the advantages this media including the provision of samples of real-life communication, motivation for language learning, and promoting language acquisition so it will increase reading motivation in learning English. Besides, video is also expected to improve students' motivation to read, understand the concept, establish students' understanding of abstract concepts. and then improve their learning outcomes. Besides, videos also can be used to motivate students to learn until they achieve desired learning achievement. In addition, Harrison and Hummell (2010, p. 21-22) stated that video can enrich the experience and competence of the students in a variety of teaching materials. In line with this statement, Hegarty (2004, p. 343) explained that with



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the development of today's technology, video can provide visual displays which are stronger than the various phenomena and abstract information, which is greatly contributing to improve the quality of the learning process and outcomes.

From several findings, it can be declared that by using videos in teaching, the students' not only getting a better result of reading comprehension but also are motivated to read kind of text. Motivation is strongly affecting the way the individual to do specific activity. Therefore, students who have strong motivation to do reading can spend their time so much in reading activity. Meanwhile, students who lack motivation to do reading will try to avoid reading activity (Guthrie, et al., 2000; Marinak & Gambrell, 2008).

Further, Guthrie et al (2006) and Watkins & Coffey (2004) mentioned that the concept of reading motivation tries to understand why individual choice to do reading activity or not to do. It means, the concept of reading motivation focused on the mental readiness, willingness and also refers to beliefs and perception of individual to engage in reading activity. Therefore, reading motivation assumed as a complex and multidimensional construct that can be influenced by internal and external factors (Guthrie, Wigfield, et al., 2006; Watkins & Coffey, 2004).

In pandemic Covid-19 condition, learning process should be done virtually. In this period of time, teachers need a platform to teach. one of the platforms that is possibly used is Facebook. Facebook is become a platform to



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interact between teacher and students while learning process. Here, a teacher needs to create a good media to improve the students reading comprehension and students' reading motivation According to Arikunto (1993: 38), teachers are expected to be able to create a high-quality learning process so as to produce student learning achievement.

Basically, the main task of a teacher is to assist students in learning. There are 3 functions that teachers can play in learning, including teacher as a learning designer, as a learning manager, and as a learning evaluator. As a learning designer or planner, a teacher is expected to do their task to design learning effectively and efficiently. For this reason, teachers are required to have sufficient knowledge of learning principles as a basis for designing learning activities. This can be done by choosing the right media and platform during online learning during of the pandemic Covid-19. Facebook become a dominant platform which is used by teacher in online learning because it is easily operated to send message to the students, especially using videos though Facebook will improve students' reading motivation.

In short, the utilization of video through Facebook as one of the alternative platforms used during the pandemic Covid 19 brings up a good effect especially in enhancing students' reading motivation.



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2.5 Related Studies

There are some studies which are relevant to the study the researcher conducts here. This study can be supported by an extensive review of the literature on teaching with video and multimedia. In line with this, many researchers have been devoted to determining the usefulness of video as a medium for delivering instruction

First journal was from Amir Mohammadian, Amin Saed, Younes Shahi (2014) entitled; The Effect of Using Video Technology on Improving Reading Comprehension of Iranian Intermediate EFL Learners In this study, the participants were 30 students, just male students, with the same level of proficiency. The results of this study revealed that video technology had a significant impact on reading comprehension ability of Iranian intermediate EFL learners

The second research was conducted by Zac Woolfitt (2015) entitled; the effective use video in higher education, there are two conclusions from this research for the lecturer, adjustments need to be made when developing video in the class, and when stepping from the dynamic of face to face teaching, into a screen persona through which the teaching process take places. For the students there are some benefits and conveniences of learning from video, this include accessing content at any time, from any place, the ability to pause, review, slow down, skip and skim through the content, to interact with and watch the content many times.



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The third, the research journal from Sitti Hadijah (2016) entitled: Teaching by Using Video: ways to make it more meaningful in EFL classrooms. This study was designed in descriptive qualitative research; the data were collected from some related literature about the implementation of video in English language classrooms positive responds are still addressed by the students. However, the teachers are challenged to be able to deploy the video effectively due to numerous types of video that can be found and presented in the classrooms. In this case, the teachers as facilitators have to be able to prepare appropriate video based on the students' need and design some ways to make it effective, especially in encouraging the students to be active viewers

The fourth, a research from Hanifah Khalidiyah (2015) entitled: The Use of Animated Video in Improving Students' Reading Skill (A Quasi-Experimental Study of Seventh Grade Student at A Junior High School in Jalancagak, Subang) The result of the research shown that using animated video in learning reading was advantageous. Most of the students agree that the animated video helps them to improve their reading comprehension because the video can motivate the students, stimulate students' interest and raise their curiosity.

The calculation of the independent t-test displayed that there was a difference between the pre-test and post- test in the control and experimental classes. The students in experimental class reach higher score (Tobt : 20,484) than students in control class (tobt : 7,603) in post-test. The results show that the use of animated video as the media in teaching reading is more effective than using conventional



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method in improving students' reading ability

The fifth, a research journal from Herron, et al. (2000) examined whether foreign language students learn cultural information embedded in videos. Fifty beginning French students participated. They viewed eight targeted videos as part of their multimedia based curriculum. A pre-test and a post-test assessed long-term gains in overall cultural knowledge and in the learning of little "c" culture (practices) and big "C" culture (products). Eight post video tests measured short term retention of culture in each of the eight videos. Oral dialogues tested the students' ability to interact culturally appropriately in a communicative setting. A questionnaire analyzed the students' perceptions of cultural learning. From the pre- to post-testing, the results indicated a significant gain in overall cultural knowledge. Post-test scores were significantly higher than pre-test scores. Pre-test and post-test scores were significantly higher for little "c" than for big "C." On the post video tests, measuring short-term retention of culture, there was no significant difference between types of culture retained. Regarding oral performance, students performed culturally appropriately more than 60% of the time. Students perceived that the videos contained more little than big "C" culture and that they learned more little "c." 34 Results support using video an effective technological tool for presenting culture in the FL classroom

The sixth, a research journal from Busà (2010) discusses how multimodal resources can be used to teach oral communication strategies as exemplified in a course taught at the University of Padua, Italy. The course focused on lexicon and



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language structures in use, pronunciation and intonation, body language, and cultural awareness. A variety of multimedia resources were used, including: pictures and illustrations; digital slides; audio files for pronunciation exercises and for audio-video feedback with the speech analysis software Praat; video clips from online English courses and other YouTube videos of authentic interviews, talk shows, news, monologues, and presentations. The main class activities were: listening and watching video clips; meta-linguistic discussions on the use of verbal and non-verbal language in different linguistic situations; pronunciation practice; and speaking. The students were filmed while speaking and received feedback on their oral and communicative skills. Overall, the course appeared to be highly effective in raising students' awareness of facts about English communication and its workings

The seventh, the research from Mekheimer (2011), found that video material can be beneficial to whole language development. The study of sixty four college students of EFL belonged to the English Department; College of languages and Translation, King Khalid University, Abha, Saudi Arabia was set to measure improvement gains in oral, reading and writing skills using data from an experiment that was conducted over a period of one academic year

The eighth from Tawatchai et al. (2014). They used videos in the form of video conferencing (Skype) for EFL secondary school students. It is a kind of real-world video. Skype in the classroom is a website on which teachers worldwide can post ideas for Skype lessons, connect with other classrooms and come up with ways to collaborate via Skype (Waxman, 2012). The outcomes of this study indicated that



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this project successfully motivated students, develop intercultural awareness, and improved oral communication ability

Ninth journal from Martinez was doing a research in titled “Effects on Teaching Listening Skill through Videos to Advanced Students from The Foreign Language Department at The University of El Salvador During The First Semester 2010”. His study was conducted in University of El Salvador in Central America. The purpose of his study was to examine the effectiveness of teaching EFL listening through videos. There were 40 research participants. Students were administrated a pre-test and posttest which was composed of 50 items from listening section TOEFL practice test. A total of 40 students were tested in their listening abilities through pre-test and posttest. A questionnaire was administrated to students at the end of the teaching to check their attitudes towards using videos. There was a significant difference between the mean score of the pre-test and posttest. In other word, it assumed this teaching strategy help students to gain listening ability. The students also had good attitudes towards the teaching tool. Moreover, some students expressed negative attitudes toward videos as well.

At last, journal from Erica Bowers, Barbara Laster, Debra Gurvitz, Tammy Ryan, Jeanne Cobb, & JoAnne Vazzano, entitled; Using video for teacher reflection: Reading clinics in action. Using a formative experiment methodology the video reflection guided by protocol questions helped teachers become more mindful of, and insightful about, their own instruction and the necessity to reflect upon it.



Thus, those are ten relevant researches that used as related studies. There are some aspects that have similarities and differences with this study. The similarity can be looked at from the variable in this study. All of the related studies above are carried by using Video.

2.6 Operational Concepts and Indicators

Operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpretation. In this research, the writer concluded several indicators to be operated in the operational concept. Moreover, in this research, there are three variables, they are (1) using Video in Facebook as the independent variable and it is symbolized by X1 (2) reading motivation, symbolized as X2 and (3) students' reading comprehension as the dependent variable, it is symbolized by Y. The data were taken through the test, it is multiple choice test. The indicators are as follows:

1. Indicators of Using Video in Facebook (X1)

The video indicator is used as a reference for producing or choosing the good video. According to Arsyad, (2010, p.75-76), there are four aspect for producing and choosing a good video they are : Aspects of the Display, Content and Material Aspects, Benefit Aspects, Aspects of Language. Based on this aspect we can make indicator video in Facebook. Several indicators should be considered in order to online teaching and learning in Facebook run



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well based on lesson plan, the indicators using video in Facebook are:

- a. The teacher sent a video and text about analytical exposition into Facebook Group
- b. The teacher asked the student to watch the video
- c. The teacher asked the students to read the text after watching the video.
- d. The teacher asked to the student answer the question based on the video that they watched.

2. Indicators of Reading Motivation (X₂)

From several of questionnaires that is used to measure reading motivation by some experts, the writer adopted The MRQ or Motivation for Reading Questionnaire by Wigfield, A. & Guthrie, J.T. (1997). This questionnaire is from Reading for a Foreign Language Centre Journal. The reason in choosing the MRQ was this questionnaire was more specific than other questionnaires on the subject of reading motivation, MRQ surveys students' reading motivation in a foreign language only. The revised MRQ contains 53 items intended to reflect 11 constructs of reading motivation and it became indicators of reading motivations, they are: (1) Reading efficacy, (2) Reading challenge, (3) Reading curiosity, (4) Reading involvement, (5) Importance of reading, (6) Reading work avoidance, (7) Competition in reading, (8)

Recognition for reading, (9) Reading for grades, (10) Social reasons for reading (11) Compliance.

Tabel 2. 1
Indicator of Reading Motivation

No	Indicator	Statement
1	Reading efficacy	<ul style="list-style-type: none"> • I don't know that I will do well in reading next year • I am a good reader • I learn more from reading than most students in the class
2	Reading challenge	<ul style="list-style-type: none"> • I like hard, challenging books • If the project is interesting, I can read difficult material • I like it when the questions in books make me think • I usually learn difficult things by reading • If a book is interesting I don't care how hard it is to read
3	Reading curiosity	<ul style="list-style-type: none"> • If the teacher discusses something interesting I might read more about it • I have favorite subjects that I like to read about • I read to learn new information about topics that interest me • I read about my hobbies to learn more

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		about them <ul style="list-style-type: none"> • I like to read about new things • I enjoy reading books about living things
4	Reading involvement	<ul style="list-style-type: none"> • I read stories about fantasy and make believe • I like mysteries • I make pictures in my mind when I read • I feel like I make friends with people in good books • I read a lot of adventure stories • I enjoy a long, involved story or fiction book
5	Importance of reading	<ul style="list-style-type: none"> • It is very important to me to be a good reader • In comparison to other activities I do, it is very important to me to be a good reader
6	Reading work avoidance	<ul style="list-style-type: none"> • I don't like vocabulary questions • Complicated stories are no fun to read • I don't like reading something when the words are too difficult • I don't like it when there are too many people in the story
7	Competition in reading	<ul style="list-style-type: none"> • I try to get more answers right than my friends • I like being the best at reading

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		<ul style="list-style-type: none"> • I like to finish my reading before other students • I like being the only one who knows an answer in something we read • It is important for me to see my name on a list of good readers • I am willing to work hard to read better than my friends
8	Recognition for reading	<ul style="list-style-type: none"> • I like having the teacher say I read well • My friends sometimes tell me I am a good reader • I like to get compliments for my reading • I am happy when someone recognizes my reading • My parents often tell me what a good job I am doing in reading
9	Reading for grades	<ul style="list-style-type: none"> • Grades are a good way to see how well you are doing in reading • I look forward to finding out my reading grades • I read to improve my grades • My parents ask me about my reading grade
10	Social reasons for reading	<ul style="list-style-type: none"> • I visit the library often with my family • I often read to my brother or my sister • My friends and I like to trade things to

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		read <ul style="list-style-type: none"> • I sometimes read to my parents • I talk to my friends about what I am reading • I like to help my friends with their schoolwork in reading • I like to tell my family about what I am reading
11	Compliance.	<ul style="list-style-type: none"> • I do as little schoolwork as possible in reading • I read because I have to • I always do my reading work exactly as the teacher wants it • Finishing every reading assignment is very important to me • I always try to finish my reading on time

3. Indicator of reading Comprehension (Y)

According to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, making inference, detail information, and the understanding vocabulary. Based on this statement, it can conclude some indicators as follow:

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- a. The students' ability to identify the factual information of the text
- b. The students' ability to identify the main idea of the text
- c. The students' ability to identify the meaning of word in the text.
- d. The students' ability to identify reference of the word
- e. The students' ability to identify the inference.

2.7 Assumptions and Hypotheses

1. The Assumption

In this research, the researcher knows that there are many media which the teacher can use in teaching learning process to build the students capability in English. The researcher assumes that using Video in Facebook is some of good media in reading motivation to increase their capability especially in Reading Comprehension.

2. Hypotheses

Ho1: There is no significant effect of using video in Facebook on students' reading comprehension.

Ha1: There is a significant effect of using video in Facebook on students' reading comprehension.

Ho2: There is no different effect of using video on reading comprehension of students who have high reading motivation

Ha2: There is a different effect of using video on reading comprehension

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of students who have high reading motivation

Ho3 : There is no differences effect of using video on reading comprehension
of students who have low reading motivation

Ha3: There is a differences effect of using video on reading comprehension
of students who have low reading motivation

Ho4: There is no interaction effect between using video in Facebook toward
reading motivation on students reading comprehension

Ha4: There is interaction effect between using video in Facebook toward
reading motivation on students reading comprehension.

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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is quantitative by applying an experimental research and the design use is factorial design 2x2. A factorial design is one in which two or more variables are manipulated simultaneously in order to study the independent effect of each variable on the dependent variable as well as the effects due to interaction among the several variables (Cresswell, 2014). This design is chosen by teaching Video compared to students' motivation (High and Low). There are three variables in this research, namely independent variables (Teaching by using Video), moderator variables (students 'motivation high and low), and dependent variables (students reading comprehension). The explanation of the design can be seen below:

Tabel 3. 1
Research Design

Teaching T		Experimental Group (A1/ Video)	Control Group (A2 / Non Video)
Motivation	High (B ₁)	A ₁ B ₁	A ₂ B ₁
	Low(B ₂)	A ₁ B ₂	A ₂ B ₂

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Note:

A: Teaching by Media

B: Motivation

A1 : Video

A2 : Non Video

B1 : Students that have high motivation

B2 : Students that have low motivation

A1B1: The students' reading comprehension with high motivation that is taught by using Video

A1B2: The students' reading comprehension with low motivation that is taught by using Video.

A2B1: The students' reading comprehension with high motivation that is taught by using non video.

A2B2: The students' reading comprehension with low motivation that is taught by using non video.

In the Experimental Group which was taught by using Video (A1) and the Control Group which was taught by using non video (A2). Before they were treated, they will be given questionnaire to measure their levels of motivation. Each group was divided into two groups of students whose members have high (B1) and low (B2) motivation and implementation of the learning with Video and Non Video all students were involved.



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3.2 The Location and the Time of the Research

This research is conducted at the eleventh grade students of MAN 1 Kampar which is located on Kuok Kampar Regency. The duration of the research is three months starting from October to December 2020.

3.3 The Population and Sample of the Research

3.3.1 Population

The population of this research was the eleventh -grade students of MAN 1 Kampar in the academic year of 2020 – 2021 which consisted of two classes of science classes, four classes from Social classes and two classes or Religion which had the same capability. Two classes were chosen as sampling.

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Tabel 3. 2
Population of the Tenth Grade Students of MAN 1 Kampar

Class	Total of Students
XI IIA 1	27
XI IIA 2	28
XI MIA 1	30
XI MIA 2	30
XI IIS 1	30
XI IIS 2	32
XI IIS 3	31
XI IIS 4	29
Total Population	180

3.3.2 Sample

According to Gay (2006, p.121), sampling was the process of selecting a number of individuals for a study in such a way that they represented the larger group from which they were selected. In this research, the researcher took a sample by using a cluster sampling. Since the amount of population was quite large, the researcher used a cluster sampling because the students were already formed into Groups. Sampling techniques in which cluster of participants that represent the population were used. By using lottery, the researcher wrote the group names in four of small pieces of papers. The group which came up first would be the experimental Group.

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The total number of the population of the eleven grade students of MAN 1 Kampar in the academic year of 2020 – 2021 is 180 students.

In this research, the samples is 54 students which consisted of XI IIA 1 as an experimental class taught by using Video and X IIA 2 as the control class taught by using non video. Before they are treated, they are given questionnaire to measure their levels of motivation, whether they have high or low motivation. Teaching by using Video as an experimental group (XI IIA 1) and teaching by using non video as a control group (XI IIA 2). Furthermore, each group is divided into two groups of students whose members have high and low motivation. The sample had an average score of motivation is not taken as the sample because less able to identify the members of samples included high or low motivation, only in the implementation of the learning with Video and non-video all students are involved. Based on the explanation above, the composition of the sample as follows:

1. The group of students who have high motivation is taught by using video as many as 18 students.
2. The group of students who have low motivation is taught by using video as many as 9 students.
3. The group of students who have high motivation is taught by using non video as many as 12 students.

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4. The group of students who have low motivation is taught by using non video as many as 16 students.

Tabel 3. 3
Sample

Variables	Experimental Group	Control Group	Total
High Motivation	18	12	30
Low Motivation	9	16	25
Total	27	28	55

In the implementation of experiments in the classroom, those chosen are 27 students per class and spread all of the groups. Those who have high motivation joined with those who have low motivation. At the time of beginning and end of the test, students' scores were analyzed and only the value of students who are already registered their names. Furthermore, they are divided into two groups, the first group consisted of 27 students that are given Video and the second group that also consists of 28 students are given treatment by using non video. Before they are treated, they are given questionnaire to measure their levels of motivation whether they have high or low motivation. The determination of students' reading motivation is adopted

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from MRQ or Motivation for Reading Questionnaire by Wigfield, A. & Guthrie, J.T. (1997). The questions have four options. They are: Very different from me (Sangat berbeda dengan saya), a little different from me (Sedikit berbeda dengan saya), a little like me (Sedikit seperti saya), a lot like me (Sangat seperti saya).

3.4 Research Procedure

In this research described research procedure in experiment and control class, they are as follows:

Experiment class

1. The teachers explained about Analytical exposition text in Facebook.
2. Given a questionnaire to measure whether the students in high or low reading motivation.
3. The teacher gave pretest to know their reading comprehension before doing treatment.
4. The teacher presented two video in and two analytical exposition text in Facebook, every students' try to understand the text and answer some questions.
5. The teacher gave posttest to know their reading comprehension after doing treatment This activity also intends to find out whether the students skill keep holding of the material after doing the treatment. Furthermore, in assessing students' reading comprehension, there are indicators to measure reading comprehension.

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Control Class

1. The teachers explained about Analytical exposition text in Facebook.
2. Given a questionnaire to measure whether the students in high or low reading motivation.
3. The teacher gave pretest to know their reading comprehension before doing treatment.
4. The teacher presented two analytical exposition texts in Facebook, every student try to understand the text and answer some questions.
5. The teacher gave posttest to know their reading comprehension after doing treatment This activity also intends to find out whether the students skill keep holding of the material after doing the treatment. Furthermore, in assessing students' reading comprehension, there are indicators to measure reading comprehension.

3.5 Research Instruments

There are three research instruments in this research; they are reading test, reading motivation questionnaire and observation



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3.5.1 Reading Test.

The test of reading is given to entire sample in order to measure the student's reading comprehension in Analytical Exposition text. The instrument consists of texts. The test was administered twice that can be explained below:

1. Pre-test; is conducted before the samples of experimental class get the treatment. The purpose of pre-test is to measure the student's reading in research before treatment.
2. Post-test; is conducted after the samples of experimental class get the treatment.

Students of the experimental group received instruction through media of video. Whereas students of the control group will receive instruction through non video.

3.5.2 Reading Motivation Questionnaire

Questionnaire is one way of obtaining data by asking questions. It is used to measure the students' motivation in learning English. In this study, motivation questionnaire is used to classify the levels of students' reading motivation. To decide whether the students have high or low reading motivation, this study use Motivation Reading Questionnaire (MRQ) which presents a number of statements to be answered by the students to get the information about the students' motivation and their reading comprehension.

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The researcher gives a set of close – ended questionnaire means the options are provided and there is no other alternative. Close-ended questionnaire is used to help the researcher in selecting the data, so that the researcher is not waste the time for the data which is not relevant to the research problem

The questionnaire is used in assessing students' intrinsic and extrinsic in learning English. The participants are respondent the basis of a four point adopted from MRQ or Motivation for Reading Questionnaire by Wigfield, A. & Guthrie, J.T. (1997). The questions have four options. They are: Very different from me (Sangat berbeda dengan saya), a little different from me (Sedikit berbeda dengan saya), a little like me (Sedikit seperti saya), a lot like me (Sangat seperti saya). In avoiding the meaning of questionnaire, the questionnaire was translated to Bahasa Indonesia.

3.5.3 Observations.

Observation is aimed to observe the video in Facebook it is used as a media in teaching reading comprehension and students' reading motivation, especially to see the video is made or upload based on indicator of using video in Facebook.

The data is taken by using observation sheet, with giving the checklist symbol in every indicator that observed.



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3.6 Pilot Study

1. The implementation of the study

Before treatment, intake teacher should be trained how to create or choose a Video in teaching and learning Reading. There are two classes use in conducting this research, they are; one class is as an experimental class which is taught by using a treatment video and the other one is a control class which is taught without a treatment. The implementation of this study was conducted two meetings (one month) at MAN 1 Kampar in the academic year of 2020 – 2021.

The first meeting a teacher give questionnaire to students' experiment and control class to measure the students' reading motivation, in this thesis there are two variables of reading motivation, they are high and low. The questionnaire adopted from MRQ by Wigfield, A. & Guthrie, J.T. (1997).

To know the students' reading comprehension before giving treatment the research give pretest consist of 25 questions multiple choice Analytical Exposition text. Questionnaire and reading test are sent to Google form throw a link to Facebook. Then the teacher give a treatment to the experimental by using video in Facebook and the control class is teach by using pictures in Facebook

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The researcher see the same factors especially the things that affect the implementation in teaching process in order to get the trustworthy that both of groups had the same characteristics except of the strategy of learning use. The influence factors in implementation of teaching process are:

1. Learning purpose

The purposes of learning which is reached from both of classes are to investigate students' reading comprehension with and without using video.

2. Student

The students who become the subject of this research are the eleventh-grade students at MAN 1 Kampar in the academic year of 2020 – 2021.

3. Teacher

In this research, the teacher of the class applied the treatment by using Video and the participation of students is observed in the classroom.

4. Facilities

The facilities used in conducting in teaching process are similar to either laptop or Headphone, internet access, teaching media or books.

5. Teaching media

In experimental class, teacher use Video and in the control class use non video.



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Before doing the study, pilot study was conducted in order to measure the instruments given to the students. There are 26 students as sample in pilot study. The result of pilot study dealing with validity and reliability is explained in the next part.

3.7 Data Collection Technique

There were three techniques of collecting data used in this study; namely, reading test, reading motivation questionnaire and observation

c. Reading test

The reading test consisted of 25 questions. The questions are based on Analytical Exposition text. The test is in the form of multiple choice tests and it taken from Mandiri Erlangga book in chapter 4, The students are asked to choose one of 5 options (a,b,c,d and e) that they answer based on the best answer and this test is sent to Google Form.

d. Reading Motivation Questionnaire.

Reading motivation questionnaire is the factor bearing a significant relationship with reading comprehension, and many empirical researchers have pointed out that good reading comprehension reader and inefficient readers tended to face reading difficulty (Boonkit, 2004; Yukselir, 2014; etc.). Therefore, reading difficulties questionnaire was used to measure the reading difficulty this

questionnaire is sent to Google Form. For measuring the reading motivation, the students divided into four groups

- 1.The students who have high reading motivation in experiment class. (Using Video)
- 2.The students who have low reading motivation in experiment class. (Using Video)
- 3.The students who have high reading motivation in control class. (Non Video)
- 4.The students who have low reading motivation in control class (Non Video)
- 5.The interval reading motivation can be seen in the table below:

Tabel 3. 4
Interval Reading Motivation

Reading motivation	Interval Reading Motivation	Level of Reading Motivation
53 Questionnaires	133-212	High Reading Motivation
	53-132	Low Reading Motivation

Tabel 3. 5
Matrix of Motivation Reading Questionnaire

No	Indicators	Items
1	Reading Efficacy	3 items
2	Reading Challenge	5 items
3	Reading Curiosity	6 items

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4	Reading Involvement	6 items
5	Importance of Reading	2 items
6	Reading Work Avoidance	4 items
7	Competition in Reading	6 items
8	Recognition for Reading	5 items
9	Reading for Grades	4 items
10	Social Reasons for Reading	7 items
11	Compliance	6 items
Totals		53 Questions

e. Observation.

In this research, the researcher also a teacher who implemented using video in teaching reading comprehension and students' reading motivation, a research need an observer to measure indicator of using video in Facebook to make a valid data. In observing the using video in Facebook the observer used star chart, by using (√) mark.

Tabel 3. 6
Indicator of Using Video In Facebook

No	Indicators Video in Facebook	Done	Not Done
1	The teacher sent a video and text about analytical exposition into Facebook Group	√	
2	The teacher asked the student to watch the video	√	
3	The teacher asked the students to read the text after watching the video.	√	
4	The teacher asked to the student answer the question based on the video that they watched.	√	

3.8 Data Analysis Technique

The data analysis technique is a way to find and organize systematically test data, questionnaires, Observation and documentation to improve the understanding of the researcher who investigated the case and present the findings to others. The hypothesis is analyzed by using Independent Group T-Test and Two Ways ANOVA through Statistical Package for Social Science (SPSS) version 24.0 for windows. The following hypotheses of this research are:

Hypothesis 1: $H_0: \mu A_1 = \mu A_2$

$H_a: \mu A_1 > \mu A_2$

Hypothesis 2: $H_0: \mu_{A1B1} = \mu_{A2B1}$

$H_a: \mu_{A1B1} > \mu_{A2B1}$

Hypothesis 3: $H_0: \mu_{A1B2} = \mu_{A2B2}$

$H_a: \mu_{A1B2} > \mu_{A2B2}$

Hypothesis 4: $H_0: \mu_A \times \mu_B = 0$

$H_a: \mu_A \times \mu_B \neq 0$

Where:

μ_{A1} : the mean of students' reading comprehension teach by using Video
(experimental class).

μ_{A2} : the mean of students' reading comprehension teach by using non video
(control class).

μ_{B1} : the mean of students' reading comprehension that have high motivation.

μ_{B2} : the mean of students' reading comprehension that have low motivation.

$A \times B$: interaction between teaching by video and students' motivation.

The first hypothesis, which states there is any significant effect of using video in Facebook on students reading comprehension. The hypothesis of this study can be formulated as follows:

H_{01} : There is no significant effect of using video in Facebook on students' reading comprehension

H_{a1} : There is significant effect of using video in Facebook on students' reading comprehension



The second hypothesis, which states there is any different effect of using video on reading comprehension of students who have high reading motivation.

The hypothesis of this study can be formulated as follows:

Ho 2: There is no any different effect of using video on reading comprehension of students who have high reading motivation

Ha 2 : There is any different effect of using video on reading comprehension of students who have high reading motivation

The third hypothesis, which states there is any different effect of using video on reading comprehension of students who have low reading motivation. The hypothesis of this study can be formulated as follows:

Ho3 : There is no any different effect of using video on reading comprehension of students who have low reading motivation

Ha 3 : There is any different effect of using video on reading comprehension of students who have low reading motivation.

The forth hypothesis: there is an interaction effect between using video in Facebook toward reading motivation on students reading comprehension. The hypotheses of this study can be formulated as follows:

Ho4: There is no an interaction effect between using video in Facebook toward reading motivation on students reading comprehension

Ha4: There is an interaction effect between using video in Facebook toward reading motivation on students reading comprehension.

Afterward, it is better to find the effect size of T-test by following formula:

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$$\frac{\tilde{\eta}^2}{t^2} = \frac{t^2}{t^2+n-1}$$

$$\text{eta squared} = \tilde{\eta}^2 \times 100\%$$

Where:

eta squared : Coefficient effect

$\tilde{\eta}^2$: Coefficient

1. Reliability of questionnaire.

Reliability is a way to measure the acceptable questionnaire created by a researcher to students or participants. According to Cresswell (2009), reliability refers to whether scores items on an instrument are internally consistent, stable over time and whether there was consistency in administration test and scoring. Furthermore, H Douglas Brown (2003) state that reliability has to do with the accuracy of measurement. Commonly, accepted rule of thumb for describing internal consistency by using Cronbach alpha.

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Tabel 3. 7
Reliability Level of reliability

>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliability

(cohen et al.,2007)

To find out whether the questionnaires of learning style distributed to the students reliable or not, the SPSS program was used to calculate the result to obtain the degree of reliability.

Table 3. 8
Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	55	100,0
	Excluded ^a	0	,0
	Total	55	100,0

a. Listwise deletion based on all variables in the procedure.

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Reliability Statistics

Cronbach's Alpha	N of Items
,907	53

The calculation of reliability questionnaire in Cronbach Alpha if the result > 0.6 , it means that the research instrument can be trusted to be used as a data collection tool, but if the calculation results produce a Cronbach Alpha value < 0.6 , it means that the research instrument cannot be trusted for research. Based on the analysis carried out, the reliability calculation results obtained from the following table.

Table 3. 9
Reliability of Questionnaire

Cronbach's Alpha	Number of Item	Result
0,907	53	Very high reliability

Based on the table above, it is known that the alpha coefficient value of the students' reading motivation questionnaire is $0.921 > 0.60$ or is in the interval between 0.800 to 1.00. So it can be concluded that the instrument or data measuring instrument is very reliable in collecting student reading motivation.

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2. Validity of Questionnaire.

A device to measure data must be valid in order to process of collecting data will easier if the data are valid. So it's called validity. According to Creswell (2008) stated that validity was individual scores from an instrument make sense, meaningful, enable as the researcher to draw a good conclusion from the sample you are studying to the population. It can be concluded that validity is a way to know the result of suitable or not a questionnaire.

Tabel 3. 10
The criteria of items validity

R	Interpretation
$0,80 < r \leq 1,00$	Very high
$0,60 < r \leq 0,79$	High average
$0,40 < r \leq 0,59$	Average
$0,20 < r \leq 0,39$	Low
$0,00 < r \leq 0,19$	Very low

The result of validity questionnaire is obtained in appendix 3

1. The Homogeneity of the Test

Test of homogeneity of variance between the experimental group with the Control group were test with Levene's test with SPSS 24.0 program The test conducted on the homogeneity of variance score variable Y after X. This test is very important because the variance was a reflection of the actual state of the population. Therefore, the assumption of homogeneity of variance is

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things to consider in doing the research. The interactions between both independent variables toward dependent variable are proven by using F-observed analysis. The further tests were done to verify the accurateness of the effect of teaching by using video and motivation on students' in reading comprehension..

The testing criterion is to accept H_0 if the value is $\text{Sig.} > \text{real level}$ ($\alpha = 0.05$) and reject H_0 if the opposite. The results can be seen in appendix 4. The results of the homogeneity test for variance of this test can be seen in the following table:

Table 3. 11
The Result Homogeneity Test on Students' Reading Comprehension

Reading Comprehension	Levene Statistic	Sig.	Result
Pretest	0,376	0,543	Homogen
Posttest	2,520	0,012	Not homogen

From this table, the pretest of reading comprehension has $\text{Sig. } 0,543 > 0,05$ it mean that the pretest is homogeny, but in posttest $\text{Sig. } 0,012 < 0,05$ the test is not homogeny. It cause that there are two classes as a sample, experiment and control class. In experiment class was given treatment by teaching using video and the contrary control class was not given treatment,



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so their posttest get higher than the students who did not get treatment and the result of posttest was not homogeny between experiment class and control class.

2. The Normality of the Test

The testing of normality was being use to know whether the sample taken is normally distributed or not. Testing for normality in this research use a Kolmogorov- Smirnov test through SPSS 24.0 Test performed on each group, including the data about:

- (1) The groups of students having high motivation taught by using Video
- (2) The groups of students having low motivation taught by using Video
- (3) The groups of student having high motivation taught by using non video
- (4) The groups of students having low motivation taught by using non video.

The test criterion is accepted H_0 if the value is Sig. > real level ($\alpha = 0.05$). Complete results can be seen in Appendix 5. The results of the normality test calculation can be seen in the following table.

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Table 3. 12
Normality Test Results on Students' Reading Comprehension

Class	Data	Sig.	Result
Experimen (Video)	Pretest	0.200	Normal
	Posttest	0.062	Normal
Control (Non video)	Pretest	0.200	Normal
	Posttest	0.200	Normal

The result of test in experiment and control classes in pretest and posttest are normal because all Sig. > 0,05

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In addition, using video in Facebook on students who have high and low reading motivation becomes one of consideration to improve students' reading comprehension score. It indicates the students get treatment will have high score in

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reading comprehension than those who don't get treatment, they will more motivate and confident to accomplish the reading task. Thus, teacher can afford considerable time to apply and create many media in teaching reading being cooperative to increase pedagogical purpose

Moreover, a reliable research should have a novelty to enrich the existing literature. The novelty comes from the research gap of previous study that investigated the effect of using video in Facebook and reading motivation on students' reading comprehension and conducted in different context. Besides, the writer also complemented the previous research from the aspect of its indicator coverage specifically at senior high school level in Riau province so that produced a different research finding.

5.3. Recommendation

Relative results of this study which there are some things the researcher wants to suggest, among others:

1. Teacher

A teacher can take advantage of technology in learning either online or in the classroom. The use of technology as a media can facilitate and achieve learning, the using of video in reading comprehension learning the teachers are expected to be more creative in using, making and adopting from various sources furthermore students are easy understand reading comprehension and

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improve reading motivation so that reading comprehension is achieved based on learning objectives

2. Students

The concern of using video to help students to understand the reading comprehension involve the vocabulary in reading text and by using video also increase of students reading motivation, so that all the using of video can be applied in teaching learning process.

3. School Policy-Marker

To improve the students' reading comprehension associated with their creative skill, there are numerous people involved and engaged in it. One of them is the school policy makers. They are required to create a great way to support the students' reading comprehension skill such as collaboratively designing the school program with English teachers. It will stimulate them to practice their skills in English. Also, facilities that help the teaching and learning process should be provided. Hopefully, this thesis provided meaningful reference for the next researcher and those who are reading this thesis and interested in conducting the same research. Because this research has many weaknesses, because the learning process in online condition and the teacher cannot observe directly as teaching in the classroom, so the next researcher can do some way to improve those aspects. This video can also help students in their reading comprehension skill.

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4. Further Researchers

Hopefully, this thesis provided meaningful reference for the further researchers and those who are reading this thesis and interested in conducting the same research. Because this research has many weaknesses, especially in online learning the teacher cannot observe every aspect as real condition, so the next researcher can do some ways to improve these aspects. The video is not only help the students in reading comprehension but also in others skills.



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Appendix 1

Angket Motivasi Membaca

Dikutip dari MRQ (Motivation for Reading Questionare)
by Wigfield and Guthrie (1997)

Nama :

Kelas :

PETUJUK PENGISIAN.

Lingkarilah 1 jika : **Sangat berbeda dengan saya**

Lingkarilah 2 jika : **Sedikit berbeda dengan saya**

Lingkarilah 3 jika : **Sedikit seperti saya**

Lingkarilah 4 jika : **Sangat seperti saya**

1. Saya ingin menjadi yang terbaik dalam membaca.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
2. Saya menyukai pertanyaan yang didahului wacana sehingga membuat saya berpikir
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
3. Saya membaca untuk meningkatkan nilai saya
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya



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4. Sangat seperti sayaJika guru menjelaskan tentang suatu materi, saya akan membacanya
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
4. Saya menyukai bacaan yang menantang dan agak sulit dipahami
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
5. Saya tertarik dengan buku-buku fiksi seperti dongeng, cerita rakyat, legenda.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
6. Saya tahu saya akan menjadi pembaca yang baik tahun depan
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
7. Jika buku/wacana itu menarik, saya tidak peduli walaupun sulit untuk membacanya
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya



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8. Saya mencoba untuk menjawab pertanyaan yang benar bila dibandingkan dengan teman-teman saya.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
9. Saya mempunyai mata pelajaran favorit dan saya suka membacanya.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
10. Saya sering mengunjungi perpustakaan di sekolah
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
11. Saya menggambarkan/membayangkan sesuatu yang saya baca dipikiran saya.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
12. Saya tidak suka membaca suatu topic jika kata-katanya sangat sulit dimengerti.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya

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13. Saya senang membaca buku dari berbagai ilmu pengetahuan.

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

14. Saya adalah pembaca yang baik

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

15. Saya selalu belajar hal-hal yang sulit dengan membaca.

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

16. Sangat penting bagi saya untuk menjadi pembaca yang baik.

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

17. Orangtua saya selalu memberikan pujian ketika saya membaca buku.

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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18. Saya membaca untuk belajar tentang informasi terbaru tentang topik yang membuat saya tertarik.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
19. Jika tugas/projek yang menarik, saya akan membaca walaupun materinya sulit.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
20. Saya dan teman-teman di kelas belajar banyak dari membaca.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
21. Saya membaca cerita dongeng dan membuat saya percaya akan cerita itu.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
22. Saya membaca karena saya butuh.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya



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23. Saya tidak suka pertanyaan tentang kosakata.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
24. Saya suka membava hal-hal yang baru.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
25. Saya sering membaca dengan kakak/adek/teman
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
26. Jika dibandingkan dengan aktivitas lain, membaca merupakan kegiatan yang sangat penting bagi saya.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
27. Saya sangat senang jika guru mengatakan saya adalah pembaca yang baik.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya



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28. Saya membaca yang berhubungan dengan hobi saya dan mempelajarinya.

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

29. Saya suka cerita-cerita mistis.

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

30. Saya dan teman-teman suka membeli majalah, buku, komik untuk dibaca.

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

31. Cerita-cerita drama tidak menyenangkan untuk dibaca

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

32. Saya suka membaca cerita-cerita petualangan

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya



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33. Saya mengerjakan PR sebaik mungkin dalam pelajaran membaca
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
34. Saya merasa mempunyai teman dengan memiliki buku yang bagus.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
35. Menyelesaikan tugas membaca sangat penting bagi saya.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
36. Teman-teman saya mengatakan bahwa saya adalah pembaca yang baik.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
37. Nilai adalah cara yang terbaik untuk melihat seberapa bagus kamu dalam membaca.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya



38. Saya suka membantu teman-teman saya jika ada PR tentang suatu teks/wacana.

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

39. Saya tidak suka jika ada banyak orang/tokoh dalam sebuah cerita.

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

40. Saya berusaha keras membaca suatu topic yang baik bila dibandingkan dengan teman-teman saya.

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

41. Kadang-kadang saya membaca dengan keluarga saya.

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

42. Saya suka mendapat pujian atas bacaan saya.

1. Sangat berbeda dengan saya.
2. Sedikit berbeda dengan saya
3. Sedikit seperti saya
4. Sangat seperti saya

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43. Sangat penting bagi saya termasuk dalam list nama nama yang termasuk kedalam pembaca yang baik.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
44. Saya sering membicarakan dengan teman apa yang saya baca.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
45. Saya selalu menyelesaikan bacaan saya tepat waktu.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
46. Saya sangat senang ketika seseorang menghargai bacaan saya.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
47. Saya suka menceritakan kepada keluarga saya tentang apa yg saya baca.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya



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48. Saya sangat senang ketika hanya saya yang tau jawaban atas apa yang saya baca
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
50. Saya berusaha keras untuk meningkatkan nilai membaca
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
51. Saya selalu mengerjakan tugas membaca sesuai dengan yang guru inginkan.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
52. Saya menyelesaikan bacaan saya sebelum murid-murid yang lain.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya
53. Orangtua saya menanyakan tentang nilai yang berhubungan dengan membaca.
 1. Sangat berbeda dengan saya.
 2. Sedikit berbeda dengan saya
 3. Sedikit seperti saya
 4. Sangat seperti saya



Appendix 2

English Test

Tattoo and Piercings

Tattoo and body – piercing are very popular all over the world. Celebrities often get tattoos and piercings to look different and exceptional. However, tattoos and piercings should be banned, especially in younger generations, because they can affect skin.

Although tattoos and body – piercing are highly popular, they still have negative connotations, as members of criminal group like gangsters usually have special, group- related tattoos. Tattoos and body – piercing are also seen as a sign of rebellion. This has led many countries to urge that underage youngsters should not be allowed to get piercings and tattoos. Tattoo can also cause skin complications such as allergy, infection, and keloids. They may even lead to MRI complications in the form of burning and swelling of the skin.

From the above, it can be concluded that young people should not get piercings and tattoos, at least not without parental consent.

1. According to the text above, which of the following sentences is NOT true?
 - A. Young people can't get tattoos and body – piercing without parental consent.
 - B. Gangsters and other criminal groups usually have tattoos and piercing.
 - C. Governments advise young people to get piercing and tattoos.
 - D. Celebrities like to have body piercing.
 - E. Tattoos can affect health and skin.
2. “ They still have negative connotations, as members of criminal groups.....”
(paragraph 2)
What is the synonym of the underlined word ?
 - A. Consequences.
 - B. Meanings.
 - C. Impacts.
 - D. Effects.
 - E. Images
3. “They may even lead to MRI complication” (paragraph 2)
What does the underlined refer to ?
 - A. Tattoos and body – piercing.
 - B. Underage youngsters.
 - C. Criminal group.
 - D. Celebrities.
 - E. Tattoos.

The following text is for questions 4 to 6.

For many youngsters, smoking might a cool thing to do. They might pick up the habit due to peer pressure and the need to fit in. As they become addicted, they might feel that it is their only way to unwind and overcome their problems.

However, smoking is a bad and even dangerous habit. It may cause a variety of diseases, not only respiratory but also increases the risk of other diseases such as cancers of the throat, mouth, nasal cavity, esophagus, stomach, pancreas, kidney, bladder, and cervix, as well as acute myeloid leukemia and erectile dysfunction.

Smoking not only affects physical health but also mental health. When a smoker feels anxious, he or she might smoke to get rid of the anxiety, which may increase the risk of anxiety symptoms in the long run. Although people have claimed that nicotine in cigarettes can improve attention and concentration, it is short-lived and cannot justify the habit.

From the reasons above, we can conclude that smoking is a bad that should be avoided.

4. According to the text above, why do young people decide to start smoking ?
 - A. Because they think that it is the only way to overcome their problems
 - B. Because they want to lose their concentration.
 - C. Because they want to try it, even just once.
 - D. Because they become addicted to smoking.
 - E. Because they just want to do it.
5. What is the main idea of the second paragraph ?
 - A. Smoking may harm our physical health.
 - B. Smoking may harm our mental health.
 - C. Smoking causes many diseases.
 - D. Smoking helps relive anxiety
 - E. Smoking may relive stress.
6. “..... smoking is a bad habit that should be avoided.” (last paragraph)
What is the synonym of the underlined word ?
 - A. Faced.
 - B. Admitted.
 - C. Prevented.
 - D. Promoted.
 - E. Encouraged.

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Online etiquette Social Media

Social media such as Facebook, Twitter, and Path play an important role in our daily lives. They make real-time communication possible even over vast geographical distance even over vast geographical distances. While the benefits are undeniable, there are drawbacks such as misunderstanding, disputes, harassment, and crime, therefore, online etiquette is needed to minimize those problems. Firstly, add only people that you know in person. While having many online friends might seem like a nice idea, it may have dangerous consequences. For example, sex predators have been known to pose as younger people to communicate with their targets and lure them into meeting face-to-face. Secondly, do not post yourself doing things that might have negative repercussions in the future. Thirdly, you don't need to broadcast your entire life on a public site however, you can take pictures and keep them privately. Fourthly, do not post inappropriate things or photos of people doing such things. They might look funny to you, but they might be disturbing to others. Social media is a good place to start a discussion. However, you should be aware of the negative sides and follow sides and follow online etiquette, just to be safe.

7. What is the text about ?
 - A. The pros and cons of social media.
 - B. A few rules of using social media.
 - C. The drawbacks of social media.
 - D. Discussion on social media.
 - E. How to use social media.
8. According to text above, which of the following of the following sentences is NOT true ?
 - A. Online etiquettes are needed to prevent something terrible happening when you use social media.



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- You have to be careful when you want to post something on you friends walls.
- You cannot post photos of other people doing nonsensical activities.
- You do not have to post add someone that you know in real life.
- You don't have to post inappropriate things.

9. " however, you can take pictures and keep them privately. " (Paragraph 2)

What does the underlined word mean ?

- Carelessly.
- Vaquely.
- Secretly.
- Publicly.
- Openly.

The following text is for questions 10 to 12.

We need to give our full attention to employment of children because it is one of the biggest problems that must be faced in several Countries. This problem can be ruinous. Many children lose their joyful childhood because they have to earn a living. Child labor damages the future generation of any country. We should take serious action to reduce child labor.

Another bad impact of child labor is crime. High child labour rates will increase crime rates because children will be easily drawn to bad things, such as smoking and consuming drugs. If they don't have money, they will commit crimes.

There are a number of ways to reduce child labour. First, we must refuse child produced products. Then we can provide them with basic education that will enable them to obtain normal jobs. Governments should also make strict trade laws which deploy stern measures against child labour. If all this is done, the whole word could be greatly changed. From the explanation above, we should try to reduce the amount of child labour. By doing so, it will make the world a better place to live. It will also



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lessen crime and reduce world a better place to live. It will also lessen crime and reduce world poverty.

10. What is the topic of the text ?

- A. Child-produced products
- B. The world's economy.
- C. The world's income.
- D. World poverty.
- E. Child labour.

11. What is the topic of the text?

- A. Rising crime rates.
- B. Increasing productivity.
- C. Damaging the future generation.
- D. Omitting their happy childhood.
- E. Raising the number of uneducated people.

12. "...will enable them to obtain normal jobs." (Paragraph 3)

What is the synonym of the underlined word?

- A. Get
- B. Fail.
- C. Lose.
- D. Drop.
- E. Evade.

The following text is for questions 13 to 15

Violence on TV

Nowadays, many programmes on TV contain violence, such as shooting, killing, and fighting that can influence many people, especially children, so it is important for us to choose TV program wisely.



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Children usually want to imitate things that they see and they generally do not know the difference between good and bad things. For example, a little boy suddenly says violent things after he has watched TV. He doesn't know the difference between good and bad things. For example, a little boy suddenly says violent things after he has watched TV. He doesn't know whether this word good or not. There are a few ways to avoid watching violence on TV. You need to spend more time doing other things. You can communicate with your family, go out with your friends, take exercise, enjoy your hobbies, think about or imagine something, and so on. For parents who have children, they should restrict and control their children's viewing of violent TV shows. Parents must control the TV programmes that their children watch.

From the explanation above, it can be concluded that TV is one aspect of our enjoyment of life. But we must choose programmes carefully.

13. What is the text about ?

- A. Children's interest in TV programmes containing violence.
- B. Avoiding watching TV programmes containing violence.
- C. TV programmes for children.
- D. Watching TV for pleasure
- E. Bad impact of TV

14. Why can children be affected by watching violence on TV ?

- A. Because they do not know the difference between bad and good things.
- B. Because they know that it is bad for them to watch.
- C. Because they don't like watching violence on TV.
- D. Because they like to watch TV every day
- E. Because TV is one way they enjoy life.

15. "...they should restrict and control their children's viewing...." (Paragraph 3)

What is the synonym, of the underlined word?

- A. Receive.
- B. Allow



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- C. Offer.
- D. Limit.
- E. Give.

The following text is for questions 16 to 17.

Parents have an important role in controlling and taking care of their children. Active parents understand that parents' involvement in children's success as happy and independent young adults. Parents can do several things to really get involved in their children's daily lives.

Firstly, parents should set times and dates to do things together. It does not have to be a big event. They can simply schedule some time to spend together. Secondly, they should praise their children's for everything they do. Praising only takes two minutes but it can make your children's whole day. Thirdly, they should listen to their children and be interested in what they are saying. Their children will tell them about their problems if parents listen and give their opinions wisely. Fourthly, they have to set limits and give responsibilities. Just like everyone else, children do better when they stay within boundaries and accept responsibilities. Fifthly, they have to take meals together in the dining room. There is something about food that gets a conversation going. They should try to have a meal together at least 4 times a week. To remain actively involved with their children next, they should keep up with their children's technology. When parents send them a thank you message for switching on the washing machine, by an e-mail or a texting message. It brings them into their world. Lastly, they should ask their children's opinions. They can ask about a book that their children want to read or what television show they are into. Your children will tell you about what they think and they may even ask your opinion as well. From the explanations above, parents should stay involved with their children. Parent's involvements is very important is very important for the children's growth.

16. What is the main ide of the second paragraph?
- Parents should praise their for everything they do.
 - What parents can do to stay involved with their children.
 - Parents have to control and take care of their children.
 - Parent must do things together with their children.
 - Parent should ask their children's opinions.
17. Which of the following sentences is NOT mentioned in the text above?
- They should try to have a meal together at least 4 times a week
 - Parents should set time and dates to do things together
 - Parents should praise their children for everything they do
 - Parents should fulfill all the children's desires.
 - Parents should ask their children's opinions.

The following text is for questions 18 to 21

Consequences of cheating

Cheating is a bad habit that must be avoided by student. There are no benefits that student get by cheating. It only makes them lazy.

Cheating has a few consequences in both short and long terms. In the short term, it means that the learning process, is useless. Maybe you will feel safe because you do not caught by your teacher. Then you will feel amazing when you get good grades without studying. Actually, you are wasting your time and your money trying to "learn" by cheating. If you get caught, you will get a zero on your test and a bad reputation eith the teachers and the other students. In the long term, you may graduate from school or university by cheating, but when you are asked to use your knowledge at work, you cannot solve your problems, give ideas, or be useful in a meeting because you did not learn much at university.

From the consequences above, it is obvious that cheating is a bad habit that has many disadvantages for students.

18. What is the purpose of the text ?
- To retell a cheating experience
 - To persuade readers not to cheat



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- To show the number of cheating cases
- To show good and bad impacts of cheating
- To discuss the cheating phenomenon among students

19. what can we infer from the text ?

- Cheating is a bad habit that has short and long term consequences
- You cannot work in any company because you are a cheat
- Cheating can get you expelled from school
- You cannot go to meetings at work
- Cheating makes student lazy

20. "it only makes them lazy." (paragraph1)

What does the underlined work refer to ?

- A bad habit
- Cheating
- Studying
- Reading
- Student

21. "... it is obvious that cheating is a bad habit"(paragraph 3)

What does the underlined work mean ?

- Ridiculous
- Difficult
- Obscure
- Vague
- Clear

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The following text is for questions 27 to 30

The Disadvantages Of Junk Food For Your Diet

Junk Food is very popular in today's life because it is quite practical. However, consuming junk food for our daily meals will cause many problems for our bodies.

The first problem is stroke, Junk food, such as potato chips, fries and pepperoni pizza, contains much sodium, which may increase your risk of a stroke. You need some sodium in your diet to help maintain normal fluid balance, but too much sodium increases blood pressure and stroke risk. You should not consume more than 1,500 milligrams of sodium each day for your optimal heart health. If you have a weakness for potato chips, opt for low-sodium or salt-free varieties to lessen your sodium intake.

The second problem is weight gain. Junk food will result in you becoming overweight. It will add an extra 3,500 calories to your daily diet. If you consume 500 calories from junk food each day, it will lead to 1 pound of weight gain in just a week.

22. Why can junk food cause stroke ?
 - a. Because junk food is not healthy
 - b. Because junk food provides very little dietary fiber
 - c. Because junk food increases the chance of developing cavities
 - d. Because it can lead to 1 pound weight-gain in just one week
 - e. Because junk food contains much sodium, which may increase blood pressure
23. Which of the following problem is NOT mentioned as diseases caused by junk food ?
 - a. Gastrointestinal problems
 - b. Tooth decay
 - c. Weight gain
 - d. Asthma
 - e. Stroke



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24. According to the text, which of the following sentences is NOT true ?
- a. You may suffer from constipation if you don't get adequate amount of fiber
 - b. Junk food contains much sodium, which may increase your risk of a stroke
 - c. You should consume more than 1,500 milligram of sodium each day
 - d. Junk food does not bring any benefit to our bodies
 - e. Junk food is often high in sugar, fat and calories
25. "...to lessen your sodium intake." (paragraph 2)
What does the underlined work mean ?
- a. Add
 - b. Obtain
 - c. Enlarge
 - d. Reduce
 - e. Increase

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Appendix 3

Validity and reability Test

	Correlations		N
	Pearson Correlation	Total Sig. (2-tailed)	
Q1	,471**	0,000	55
Q2	,296*	0,028	55
Q3	,344*	0,010	55
Q4	,457**	0,000	55
Q5	,342*	0,011	55
Q6	,423**	0,001	55
Q7	,289*	0,033	55
Q8	,342*	0,011	55
Q9	,407**	0,002	55
Q10	,408**	0,002	55
Q11	,303*	0,025	55
Q12	,419**	0,001	55
Q13	,322*	0,017	55
Q14	,280*	0,038	55
Q15	,431**	0,001	55
Q16	,435**	0,001	55
Q17	,368**	0,006	55
Q18	,449**	0,001	55
Q19	,561**	0,000	55
Q20	,328*	0,015	55
Q21	,409**	0,002	55
Q22	,281*	0,038	55
Q23	,469**	0,000	55
Q24	,291*	0,031	55
Q25	,282*	0,037	55
Q26	,304*	0,024	55
Q27	,472**	0,000	55
Q28	,398**	0,003	55
Q29	,376**	0,005	55
Q30	,503**	0,000	55
Q31	,417**	0,002	55



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Q32	,275 [*]	0,042	55
Q33	,466 ^{**}	0,000	55
Q34	,534 ^{**}	0,000	55
Q35	,380 ^{**}	0,004	55
Q36	,611 ^{**}	0,000	55
Q37	,294 [*]	0,029	55
Q38	,666 ^{**}	0,000	55
Q39	,623 ^{**}	0,000	55
Q40	,350 ^{**}	0,009	55
Q41	,280 [*]	0,038	55
Q42	,397 ^{**}	0,003	55
Q43	,271 [*]	0,046	55
Q44	,583 ^{**}	0,000	55
Q45	,548 ^{**}	0,000	55
Q46	,365 ^{**}	0,006	55
Q47	,602 ^{**}	0,000	55
Q48	,345 ^{**}	0,010	55
Q49	,544 ^{**}	0,000	55
Q50	,451 ^{**}	0,001	55
Q51	,578 ^{**}	0,000	55
Q52	,448 ^{**}	0,001	55
Q53	,422 ^{**}	0,001	55
Total	1		55

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

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Appendix 4

Homogeneity Test

Data Pretest

Explore

Class

Case Processing Summary

	Class	Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
Pretest	Exp	27	100,0%	0	0,0%	27	100,0%
	Con	28	100,0%	0	0,0%	28	100,0%

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	,376	1	53	,543
	Based on Median	,274	1	53	,603
	Based on Median and with adjusted df	,274	1	52,981	,603
	Based on trimmed mean	,367	1	53	,547



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Data Posttest

Explore

Class

Case Processing Summary

	Class	N	Valid		Cases Missing		Total	
			N	Percent	N	Percent	N	Percent
Posttest	Exp		27	100,0%	0	0,0%	27	100,0%
	Con		28	100,0%	0	0,0%	28	100,0%

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	2,520	1	53	,118
	Based on Median	2,480	1	53	,121
	Based on Median and with adjusted df	2,480	1	45,755	,122
	Based on trimmed mean	2,483	1	53	,121

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Appendix 5

Normality test

Data Pretest

Explore

Class

Case Processing Summary

	Class	N	Valid		Cases Missing		Total	
			N	Percent	N	Percent	N	Percent
Pretest	Exp		27	100,0%	0	0,0%	27	100,0%
	Con		28	100,0%	0	0,0%	28	100,0%

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Exp	,113	27	,200	,960	27	,369
	Con	,161	28	,062	,960	28	,349

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Data Posttest

Explore

Class

Case Processing Summary

	Class	N	Valid		Cases Missing		Total	
			N	Percent	N	Percent	N	Percent
Posttest	Exp		27	100,0%	0	0,0%	27	100,0%
	Con		28	100,0%	0	0,0%	28	100,0%

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Posttest	Exp	,132	27	,200	,913	27	,027
	Con	,110	28	,200	,974	28	,686

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

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Appendix 6

T-Test

Students' using video in Facebook and the students' do not using video in Facebook

Pretest

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Exp	27	48,59	19,681	3,788
	Con	28	40,43	18,260	3,451

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Pretest	Equal variances assumed	,376	,543	1,596	53	,117	8,164	5,117	-2,099 18,427
	Equal variances not assumed			1,593	52,347	,117	8,164	5,124	-2,116 18,444

Data Posttest

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Exp	27	85,78	11,577	2,228
	Con	28	50,36	18,968	3,585

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Posttest	Equal variances assumed	6,745	,012	8,322	53	,000	35,421	4,257	26,883 43,958
	Equal variances not assumed			8,392	44,927	,000	35,421	4,221	26,919 43,922



Appendix 7

High Motivation

T-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	High_Motivation_Experiment	14	92,57	8,993	2,404
	High_Motivation_Control	12	65,83	9,134	2,637

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Posttest	Equal variances assumed	,026	,874	7,504	24	,000	26,738	3,563	19,384	34,093
	Equal variances not assumed			7,494	23,277	,000	26,738	3,568	19,362	34,114

Low Motivation

T-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Low_Motivation_Experiment	13	78,46	9,536	2,645
	Low_Motivation_Control	16	38,75	15,847	3,962



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Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Posttest	Equal variances assumed	3,422	,075	7,929	27	,000	39,712	5,009		29,435	49,989
	Equal variances not assumed			8,337	25,114	,000	39,712	4,763		29,903	49,520



Appendix 8

Univariate Analysis of Variance

Between-Subjects Factors

	Value	Label	N
Motivation	0	Low	29
	1	High	26
Class	1,00	Exp	27
	2,00	Con	28

Descriptive Statistics

Dependent Variable: Posttest

Motivation	Class	Mean	Std. Deviation	N
Low	Exp	78,46	9,536	13
	Con	38,75	15,847	16
	Total	56,55	24,031	29
High	Exp	92,57	8,993	14
	Con	65,83	9,134	12
	Total	80,23	16,234	26
Total	Exp	85,78	11,577	27
	Con	50,36	18,968	28
	Total	67,75	23,744	55

Levene's Test of Equality of Error Variances^{a,b}

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	2,618	3	51	,061
	Based on Median	2,473	3	51	,072
	Based on Median and with adjusted df	2,473	3	42,919	,074
	Based on trimmed mean	2,622	3	51	,061

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Posttest

b. Design: Intercept + Motivation + Class + Motivation * Class

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	23617,110 ^a	3	7872,370	58,806	,000
Intercept	258219,657	1	258219,657	1928,896	,000
Motivation	5768,077	1	5768,077	43,087	,000
Class	15009,447	1	15009,447	112,120	,000
Motivation * Class	572,124	1	572,124	4,274	,044
Error	6827,326	51	133,869		
Total	282864,000	55			
Corrected Total	30444,436	54			


a. R Squared = ,776 (Adjusted R Squared = ,763)



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THE GRADUATE PROGRAMME
 Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
 Phone & Facs. (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor : 1190/Un.04/PS/PP.00.9/2020 Pekanbaru, 02 Desember 2020
 Lamp. : 1 berkas
 Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Riau
 Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: ELHAFIZAH
NIM	: 21990120732
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: IV (Empat) / 2020
Judul Tesis/Disertasi	: THE EFFECT OF USING VIDEO IN FACEBOOK AND READING MOTIVATION ON STUDENTS' READING COMPREHENSION: AN EXPERIMENTAL STUDY AT MAN 1 KAMPAR

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari MAN 1 Kampar

Waktu Penelitian: 3 Bulan (25 November 2020 s.d 25 Januari 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wsalam
 Direktur

 Prof. Dr. Afrizal M. MA
 NIP. 195901011960001005
 2020.12.08.05:46

State Islamic University of Sultan Syarif Kasim Riau



Appendix 10



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39111 **PEKANBARU**
Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/37067
T E N T A N G

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari Direktur Pascasarjana UIN SUSKA Riau, Nomor : 1190/Un.04/Ps/PP.00.9/2020 Tanggal 2 Desember 2020, dengan ini memberikan rekomendasi kepada:

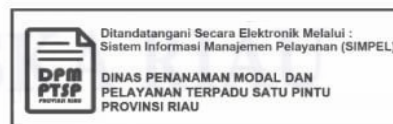
- | | |
|----------------------|--|
| 1. Nama | : ELHAFIZAH |
| 2. NIM / KTP | : 21990120732 |
| 3. Program Studi | : PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : S2 |
| 6. Judul Penelitian | : THE EFFECT OF USING VIDEO IN FACEBOOK AND READING MOTIVATION ON STUDENTS' READING COMPREHENSION: AN EXPERIMENTAL STUDY AT MAN 1 KAMPAR |
| 7. Lokasi Penelitian | : MAN 1 KAMPAR |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 8 Desember 2020



Tembusan :

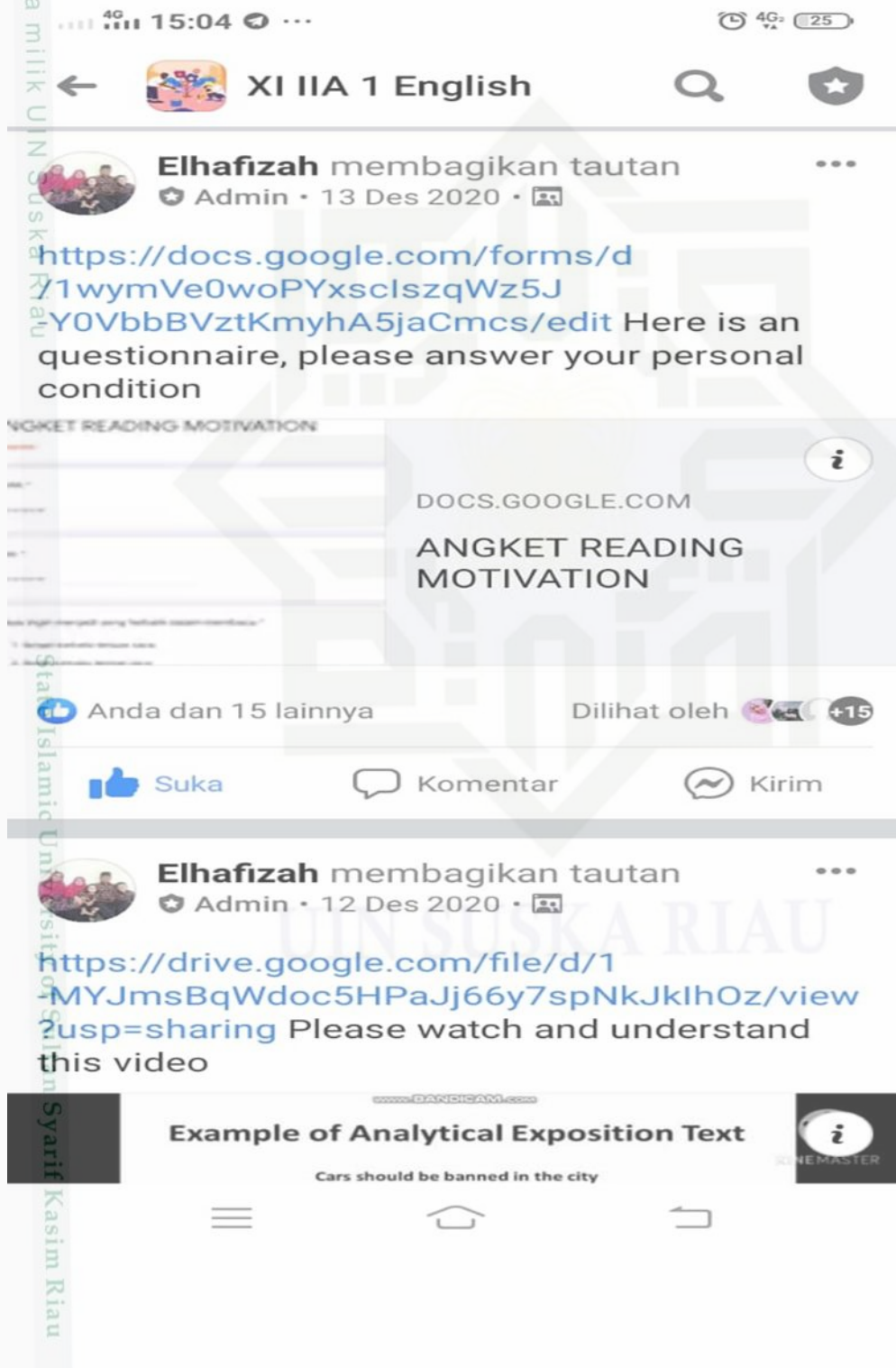
Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Direktur Pascasarjana UIN SUSKA Riau di Pekanbaru
4. Yang Bersangkutan

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15:04 4G 25

← XI IIA 1 English 🔍

Anda dan 15 lainnya Dilihat oleh +15

👍 Suka 💬 Komentar 📧 Kirim

 **Elhafizah** membagikan tautan
 Admin • 12 Des 2020 • 

<https://drive.google.com/file/d/1-MYJmsBqWdoc5HPaJj66y7spNkJklhOz/view?usp=sharing> Please watch and understand this video

Example of Analytical Exposition Text

Cars should be banned in the city

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' of asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

DRIVE.GOOGLE.COM

Vidio pembelajaran meeting 1.mp4

Anda dan 15 lainnya 4 Komentar

👍 Suka 💬 Komentar 📧 Kirim

 **Rahma Azzikra**
 26 Okt 2020 • 



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